

DOCUMENT RESUME

ED 385 698

CE 069 566

TITLE Potentials and Possibilities. Home Economics High School Competency Based Curriculum Guide.

INSTITUTION Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

SPONS AGENCY New Jersey State Dept. of Education, Trenton. Office of Adult and Occupational Education.

PUB DATE 94

NOTE 461p.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC19 Plus Postage.

DESCRIPTORS Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; *Critical Thinking; Family Life Education; High Schools; *Home Economics; Home Management; Instructional Materials; Learning Activities; Money Management; Nutrition Instruction; Parenting Skills; *Problem Solving; State Curriculum Guides; Student Evaluation

ABSTRACT

This competency-based curriculum guide contains activities designed to stimulate critical thinking and develop challenge-resolving skills while strengthening the fundamental precepts of home economics education. The home economics content area has been divided into duties and tasks. In each task, a challenge activity forms the basis for achieving competence through problem solving. Introductory materials include the following: a definition of critical thinking; conceptual framework; description of the challenge model; classroom strategies; list of Secretary's Commission on Achieving Necessary Skills (SCANS) competencies; duty statement/task list; two evaluation instruments recommended for use with the curriculum; sample resource data sheet; and glossary. The curriculum consists of nine duties: enhancing personal identity; managing resources; maintaining employment; strengthening families and other relationships; parenting and meeting needs of children; maintaining individual and family health through nutrition; managing food selection and preparation to meet nutritional needs; clothing self and family; and sheltering self and family. Each duty contains 3-12 tasks. Each task follows this format: performance objective; performance steps; enabling objectives; activities; and criterion-referenced measures--evaluation. Appendixes to each duty include a section that identifies specific High School Proficiency Test skills used in the learning activities. A resource list and publishers' list are also provided. (YLB)

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POTENTIALS and POSSIBILITIES

Home Economics High School Competency Based Curriculum Guide



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
Office of Adult and
Occupational Education

LIFE SKILLS CENTER
DEPARTMENT OF HOME ECONOMICS
MONTCLAIR STATE



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CHALLENGE MODEL

1 IDENTIFY
CHALLENGE
☐ (WHAT IS MY
GOAL?)

2 GATHER
INFORMATION
 (COLLECT
AND APPLY
INFORMATION)

3 CHOOSE FROM
OPTIONS
 (WHAT ARE MY
OPTIONS? HOW
CAN I ACHIEVE
MY GOAL?)

2

4 ACT-
IMPLEMENT PLAN
 (CARRY OUT MY
BEST OPTION)

5 FOLLOW UP/
EVALUATE
 (HOW DID I DO?)

State of New Jersey
Department of Education
Office of Adult and Educational Occupation

**HOME ECONOMICS HIGH SCHOOL COMPETENCY BASED
CURRICULUM GUIDE**

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Funded through the Carl D. Perkins Act.
New Jersey State Department of Education, P.L. 101-392.

This curriculum guide was developed in cooperation with Monstclair State College, and the New Jersey State Department of Education, Division of Adult and Occupational Education, through a contract funded under Carl D. Perkins Vocational and Applied Technology Education Act PL-101-392.

The contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore necessarily represent official funding agency positions or policies and no official endorsement should be inferred.

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INTRODUCTION

The New Jersey Home Economics High School Competency-Based Curriculum Guide seeks to revitalize home economics in the State of New Jersey by demonstrating relevance and addressing the recognized educational challenges of the 21st century. The guide is the result of a three-year curriculum development project funded by a grant to the Life Skills Center, Department of Home Economics, Montclair State by the New Jersey Department of Education, Office of Adult and Occupational Education through the Carl D. Perkins Act.

This curriculum was created as a competency-based comprehensive resource for home economics teachers throughout the state of New Jersey. Basic theoretical concepts are presented within the context of activities in order to encourage competency development. Activities were designed to stimulate critical thinking and develop challenge-resolving skills while strengthening the fundamental precepts of home economics education. The curriculum also provides opportunities to coordinate **Future Homemakers of America/Home Economics Related Occupations** (FHA/HERO programs) with classroom activities.

The team administering the project began the curriculum development process by convening an advisory committee composed of home economics teachers and other professionals with demonstrated leadership skills and commitment to the future of the field. The role of the advisory committee was to identify the needs of students, teachers, parents, administrators and future employers within the framework of home economics and to insure that the curriculum reflected the identified needs.

The input from the advisory committee to this important project was invaluable. The project administrators sincerely appreciate the contributions of the entire advisory committee:

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OVERVIEW

Competencies are the knowledge, skills and attitudes that enable students to perform a particular task at home or work. This curriculum utilizes a competency-based approach to learning which requires the transformation of information into behavior which is acceptable at a specific standard, thus encouraging teachers to guide students beyond memorization to the achievement of competent performance.

The challenge model, an interpretation of the technology problem-solving approach, is applied to home economics concepts in this curriculum to develop students' abilities to gather information and explore options before initiating a plan to resolve a challenge. Activities have been designed to encourage novel, creative and imaginative behaviors.

The home economics content area has been divided into **duties**, which are major segments or work involved in the field, and **tasks**, which are observable and measurable units of work with a definite beginning and end. In each task, a Challenge Activity forms the basis for achieving competence through problem solving. The Challenge Model serves as a guide to teacher and student to successfully resolve the challenge.

Activities throughout this curriculum guide require students to utilize rather than absorb information, to manage their thinking rather than simply recall the theories and findings of others, and to transform information into desired behavioral outcomes using the technology approach to problem solving as represented by the challenge model. Through performance, students acquire competencies which enable them to contribute to, rather than depend upon, society.

The aim of this competency-based curriculum is to coach students in their search for clarification of personal identity and development as well as to empower them with the skills to thrive as individuals, family members, and productive members of our ever-changing global society. Expected

student outcomes are based on the duties of the curriculum and include competence in the following areas:

- Thinking Critically and Creatively
- Making Decisions/Resolving Challenges Using the Technology Approach
- Enhancing Personal Identity
- Managing Resources
- Maintaining Employment
- Strengthening Families and Other Relationships
- Parenting and Meeting Needs of Children
- Maintaining Individual and Family Health Through Nutrition
- Managing Food to Meet Nutritional Needs
- Clothing Self and Family
- Sheltering Self and Family

Competence in these areas would not be possible without mastery of the basic skills. The New Jersey State Department of Education has codified the basic skills and created the standard High School Proficiency Test (HSPT) examination which measures students' performance in reading, writing and mathematics. Because of the importance of the HSPT skills, each area of the curriculum identifies specific skills that are utilized in learning activities.

CRITICAL THINKING

Critical thinking is an integral part of the conceptual framework used as a basis for the curriculum. Critical thinking is the processing or creation of information. It requires a student to go beyond recall or recognition and USE or PROCESS information for a particular purpose. Careful reflection is necessary to select and apply information to appropriate situations and to evaluate outcomes. Activities that indicate higher order thinking skills incorporate the following opportunities:

- To distinguish among fact, opinion, and reasoned judgment
- To clarify personal perspectives, ideas and issues
- To examine assumptions; recognize stereotypes, cliches, bias, emotional factors, propaganda, and semantic slanting
- To integrate critical vocabulary
- To predict and support probable consequences or outcomes
- To evaluate source credibility
- To foster fairmindedness, suspend judgment
- To explore thoughts beneath feelings and formulate appropriate questions
- To cope with uncertainty (risk)

Every challenge activity as well as many creative activities within this curriculum require students to think critically. However, since critical thinking skills are not developed simply through listening to lectures or rote memorization, teachers will be expected to guide learning by giving students the tools, information, and basic challenges, then **coaching** them through the process of discovery and creation to achieve desired outcomes.

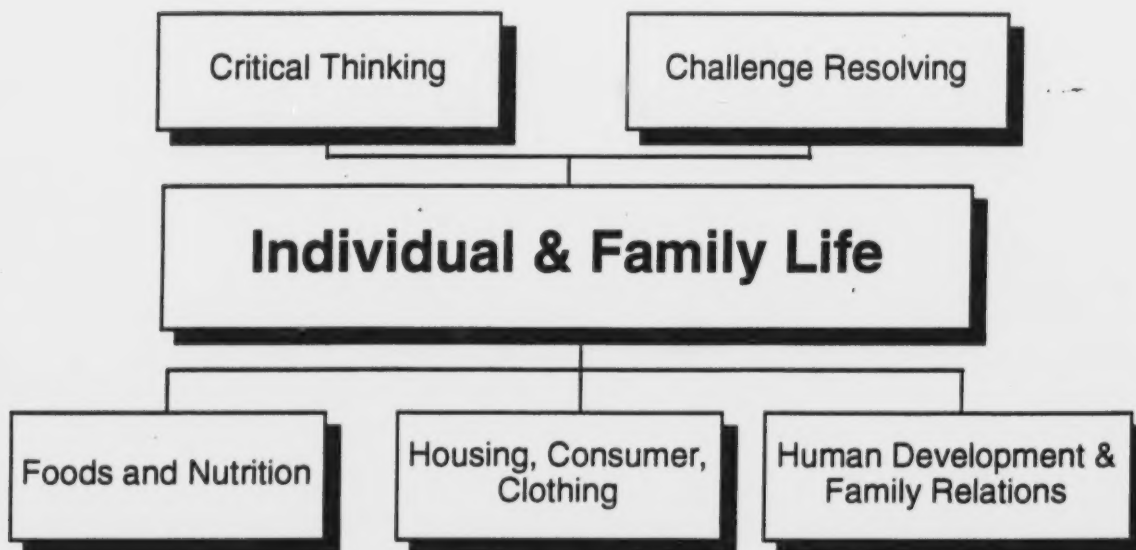
Critical thinking and higher order thinking skills are contained in both the affective and cognitive domains. Especially at the lower levels of these two domains, objectives are similar and may be obtained through a single activity. For example, students can be made aware of the special housing needs of the handicapped (affective domain) at the same time they acquire knowledge about specific limitations (cognitive domain). Since the focus of this home economics curriculum is on **critical thinking and challenge**

resolving, the enabling objectives needed to achieve competency for each task are predominately cognitive and affective.

Although not emphasized in the enabling objectives, the activities in each area of the curriculum include psychomotor skills which are included in appropriate areas. Furthermore, competency in execution of the Challenge Activity is only one evaluation measure recommended. Other evaluation procedures include student performance in all three domains of learning, depending on the specific duty to be evaluated.

CONCEPTUAL FRAMEWORK

The basis for curriculum development is the conceptual framework shown below. Critical thinking and challenge resolving are paramount in each home economics content area.



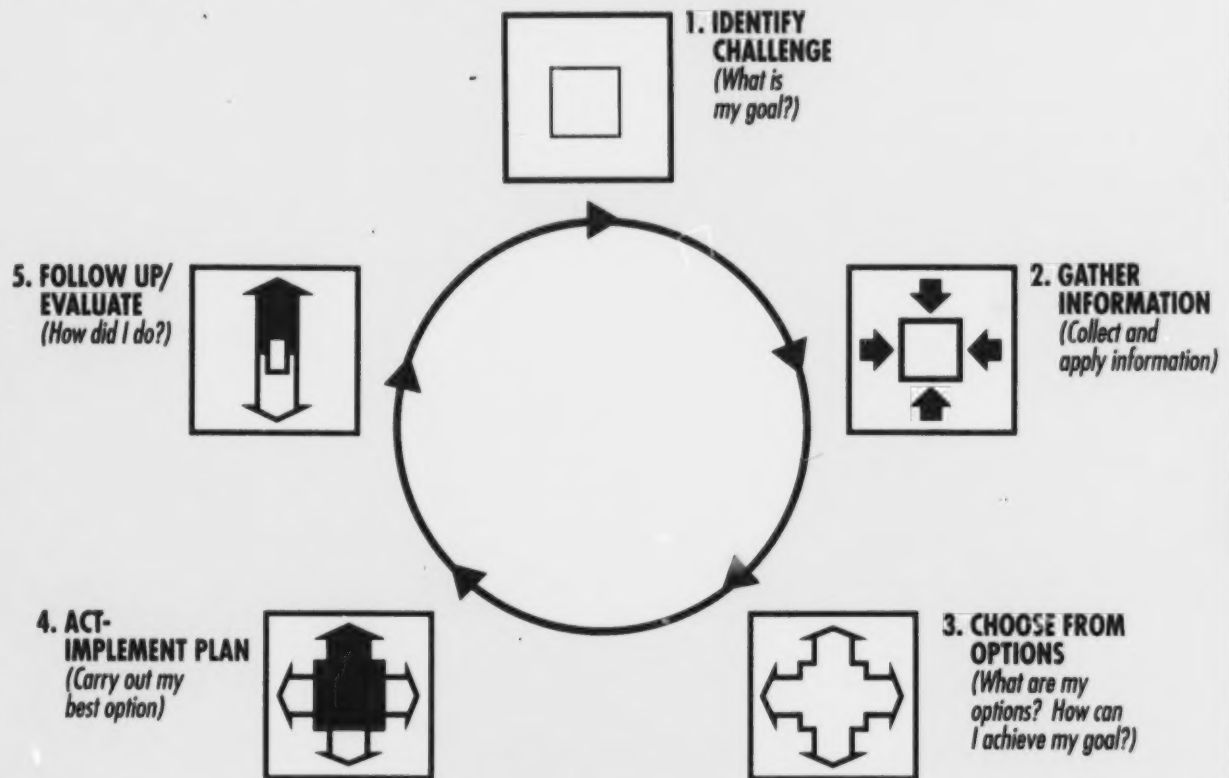
•Enhanced Quality of Life

In accordance with the Carl D. Perkins Act, as amended 3/27/91. Consumer and Homemaking Grants may include instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management) and clothing and textiles.

Life Skills Center, Montclair State. Funded through PL 101-392.

CHALLENGE MODEL

The Technology Approach To Problem Solving in Home Economics



Life Skills Center, Monclair State. Funded through PL 101-392

CHALLENGE MODEL

The need to think through and solve problems or challenges is critical. We cannot expect students to meet success in their careers and family life and demonstrate competence in solving problems when the necessary skills to accomplish these tasks are not demanded of the students while in school. Every opportunity given to students to practice thinking and to resolve challenges develops the competence they need to deal with future challenges as individuals, families and employees.

The content of this new home economics curriculum is best taught by applying the Challenge Model to specific Challenge Activities. The Challenge Model was developed to offer students and teachers intellectual flexibility. Proceeding through the Challenge Model in order to complete Challenge Activities requires students to "think," not simply to follow a "blue print for acquiring knowledge."

The Challenge Model is an interpretation of the technology problem-solving approach applied to home economics concepts. The process has the following sequential steps:

- **Identify Challenge:** the process logically begins with a critical examination of real world situations in order to determine a specific challenge worthy of resolution.
- **Gather Information:** before attempting to develop solutions to resolve a challenge, the student must become familiar with the influencing factors, background information related to the challenge and solution alternatives.
- **Choose from Options:** to arrive at a solution, the student must look at alternatives and select the one which best fits the performance objectives (condition, task, standard.)

- **Act/Implement Plan:** Given information and limitations, the student carries out the option he/she has judged to be the best solution.
- **Follow up/Evaluate:** the student evaluates the plan against the original challenge statement. An important aspect of the evaluation phase is addressing the need for improvements, changes, and other modifications.

This process encourages students to resolve challenges through critical thinking, searching for options, making choices and evaluating outcomes. It fosters flexibility in thinking and resolving challenges and develops skills of great importance in meeting the challenges to self, family and work.

CLASSROOM STRATEGIES

Home economics programs differ in structure, time, and subject matter offerings. Therefore, this curriculum encourages home economics teachers to select and guide activities in the order and manner that best suits the needs of their individual program and students.

Activities in this curriculum are divided into three categories: **Initial** activities, **Challenge** activities and **Creative** activities. Each category serves a specific purpose in guiding students through the challenge resolving process.

Initial Activities

These short activities are designed to capture the attention and interest of the students before the introduction of a specific Challenge Activity. They are included in this home economics curriculum to emphasize the importance of creating interest in the specific problem or challenge at the beginning of the process. Establishing set or creating anticipatory set is the process of encouraging students to realize the relevance of the problems and the process to their lives.

Personalizing the problem to be solved is an important facet of engaging the students in the challenge-resolving process. Initial activities are included to emphasize to students the relevance of Challenge Activities in their lives and to provide initial impetus to the process of the Challenge Model.

Challenge Activities

Challenge activities are problem-solving activities which require students to think critically and utilize the five step Challenge Model in order to reach a desired outcome. Those activities will be processed by students

with the aid of the student challenge-activity worksheet, resource data sheet, and evaluation sheets.

The Student Challenge Activity Worksheet is critical in documenting the students' progress through the challenge model. It offers additional clarification for each step of the challenge model. The teacher can verify student identification of the challenge, research, selection of options, implementation and evaluation.

Creative Activities

Creative Activities can be incorporated into the process of challenge resolving in a variety of ways. Often, they will provide the basis for activities while students are in the second stage of the Challenge Model, "gather information." The selection of activities can serve as a framework for the students in determining the types of information and in collecting information.

While the students are responsible for gathering information to be used in resolving the challenge, the teacher retains the responsibility of facilitating that process. The selection of Creative Activities can provide guidance to the students and can increase their awareness of the vast array of resources available to them.

Additionally, some Creative Activities are suitable for use with the Challenge Model. These activities could be used to introduce the concept of challenge resolving and the Challenge Model to students. Some Creative Activities can be expanded and used as alternate Challenge Activities. The flexible use of these Creative Activities can enable teachers to keep learning activities relevant to the students and to adapt challenges to their student population.

FHA/HERO Activities

The New Jersey Competency-Based High School Home Economics Curriculum Guide is structured so that FHA/HERO activities can be integrated with curriculum content or can develop as an outgrowth of curriculum content. The Challenge Activity concept of this guide provides activities in each duty area which follow the planning-process model of

FHA and can be used as "seeds" for a FHA/HERO in-class or out-of-class project.

FHA/HERO learning activities are structured so that teachers and students develop an appreciation for and become more knowledgeable about FHA/HERO in order to

- Develop a chapter of FHA/HERO
- Improve self-concept and leadership skills
- Strengthen participation in FHA/HERO activities
- Promote home economics occupations .

Safety

Safety is an important additional consideration in classroom management in every school curriculum. Because safety is important in each duty in this home economics curriculum, pertinent activities are included with appropriate tasks.

Further, guidelines have been prepared by the New Jersey State Department of education for classroom safety standards. Awareness of these guidelines and incorporation of safety-related activities will help prevent classroom accidents or injuries. The manual, **Safe Schools: A Health & Safety Check**, is available through the resource center of the Environmental and Occupational Health Sciences Institute, 681 Frelinghuysen Road, Piscataway, New Jersey.

SCANS COMPETENCIES

In "What Work Requires of Schools: A SCANS Report for America 2000," (U.S. Department of Labor, June, 1991) the Secretary's Commission on Achieving Necessary Skills identified five competencies that the workplace requires for students entering the job market. These competencies are:

Resources (R): Identifies, organizes, plans, and allocates resources

- A. Time--selects goal-relevant activities, ranks them, allocates time, prepares and follows schedules
- B. Money--uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Materials and Facilities--acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources-- assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal (IP): Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds

Information (IF): Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems (S): Understands complex interrelationships

- A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them

- B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology (T): Works with a variety of technologies

- A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots. Equipment--Prevents, identifies, or solves with equipment, including computers and other technologies

The preparation of students for the workplace is an integral part of the home economics curriculum. The challenge-resolving (problem-solving) approach that forms the foundation for this competency-based curriculum ensures that these SCANS competencies are integral parts of the learning activities.

In each challenge activity, the challenge is presented by the teacher who then acts as a facilitator. This procedure requires the students to acquire and use information (IF) and to identify, organize, plan and allocate resources (R). In many of the challenge activities, the students work with others as a member of a team (IP) and select an appropriate technology for presentation of results (T). In many duty areas, the challenge activities also require the understanding of complex interrelationships (S).

For a further analysis of the relationship of the SCANS competencies to the home economics curriculum content, see the following chart.

DUTY STATEMENTS/TASK LIST

The following Duty Statements and Task List form the content of the home economics competency-based curriculum. SCANS competencies, which are coded on this list are an inherent part of the Home Economics curriculum.

Home Economics Curriculum Content SCANS

Duty A: Enhancing personal identity		R	IP	IF	S	T
Task	.01 Strengthen self-concept	*	*	*		*
	.02 Communicate values	*	*	*		
	.03 Enhance personal appearance	*	*	*		*
Duty B: Managing Resources		R	IP	IF	S	T
Task	.01 Resolve a challenge	*	*	*		*
	.02 Develop money-management plan	*		*	*	
	.03 Use financial services	*		*	*	*
	.04 Establish credit	*	*	*	*	*
	.05 Select goods and services	*		*		
	.06 Use technology to enhance lifestyle	*	*	*		*
	.07 Protect resources	*		*		
	.08 Conserve and recycle resources	*		*	*	
	.09 Exercise consumer rights and responsibilities	*	*	*	*	
	.10 Strengthen leadership skills	*	*	*		*
Duty C: Maintaining Employment		R	IP	IF	S	T
Task	.01 Select a career	*		*	*	
	.02 Market yourself for employment	*		*	*	
	.03 Fulfill job responsibilities	*		*		
	.04 Balance work and family responsibilities	*	*	*		

Key: R=Resources; IP=Interpersonal; IF=Information; S=Systems; T=Technology

Duty D: Strengthening families and other relationships		R	IP	IF	S	T
Task	.01 Initiate a relationship	*	*	*		*
	.02 Communicate with others	*	*	*		*
	.03 Resolve conflicts	*	*	*		*
	.04 Cope with stress and crisis	*	*	*	*	
	.05 Perform roles and responsibilities	*		*		
	.06 Convey accurate sexual information	*		*		*
	.07 Express sexuality in a responsible manner	*	*	*		
	.08 Satisfy needs through a relationship	*	*	*		
	.09 Modify addictive patterns in relationships	*	*	*	*	
	.10 Provide care for special needs individual(s)	*		*	*	
	.11 Utilize community services	*		*	*	
	.12 Advocate for individual/family/ community/global concerns	*	*	*	*	*

Duty E: Parenting and meeting needs of children		R	IP	IF	S	T
Task	.01 Contribute to the welfare of unborn/ young children	*	*	*	*	*
	.02 Strengthen satisfaction/safety of birthing	*		*	*	
	.03 Set and communicate limits to a child	*	*	*	*	
	.04 Nurture emotional needs of a child	*		*		
	.05 Choose, plan and guide activities for children	*		*		
	.06 Select and read books to children	*		*		
	.07 Assist a child with developmental changes	*		*		*
	.08 Improve safety in the home	*		*		
	.09 Provide routine health care	*		*	*	
	.10 Report cases of abuse and neglect	*		*	*	

Duty F: Maintaining individual and family health through nutrition		R	IP	IF	S	T
Task	.01 Plan food consumption for self/family/ others in various stages of the lifecycle	*		*		
	.02 Establish plan for achieving/maintaining appropriate weight	*		*		
	.03 Improve teenage eating habits	*		*		
	.04 Plan meals to meet special dietary needs	*		*		

Key: R=Resources; IP=Interpersonal; IF=Information; S=Systems; T=Technology

Duty G: Managing food selection and preparation to meet nutritional needs		R	IP	IF	S	T
Task	.01 Purchase food	*		*	*	
	.02 Prepare fruits and vegetables	*		*		
	.03 Prepare protein foods	*	*	*		
	.04 Prepare grains	*	*	*		
	.05 Prepare dairy products	*	*	*		
	.06 Modify food preparation techniques based on microwave technology	*		*		*
	.07 Preserve foods	*		*		
	.08 Organize a kitchen for safety and efficiency	*		*		
	.09 Design a kitchen for safety and efficiency	*		*		*

Duty H: Clothing self and family		R	IP	IF	S	T
Task	.01 Obtain clothing	*	*	*		
	.02 Select clothing on a daily basis	*	*	*	*	
	.03 Store clothing	*		*		
	.04 Clean clothing	*		*		
	.05 Repair clothing	*		*		
	.06 Create clothing	*	*	*	*	

Duty I: Sheltering self and family		R	IP	IF	S	T
Task	.01 Obtain housing	*		*	*	
	.02 Organize the interior of a home	*	*	*		*
	.03 Improve the living environment outside the home	*		*		*
	.04 Maintain a home	*	*	*		
	.05 Establish a home safety plan	*	*	*		
	.06 Establish a home health plan	*		*	*	
	.07 Modify a living environment	*	*	*		*
	.08 Assist in the care of homeless individuals	*		*	*	

Key: R=Resources; IP=Interpersonal; IF=Information; S=Systems; T=Technology

EVALUATION

The following two evaluation instruments are recommended for use with this curriculum:

The **Challenge Activity Worksheet** is essential to provide formative evaluation on student progress. It should be followed through the duration of the challenge activity. The worksheet enables the teacher to guide the student towards successful completion of the challenge activity.

The **Challenge Evaluation Form** evaluates student competence in the execution of the challenge activity. The form is divided into 5 categories which correspond directly to the 5 steps on the challenge model. This form can be used for teacher, peer or self-evaluation of the challenge activity.

Educational accountability is demanded of students and teachers. The competency-based format of this curriculum is designed to structure the learning process so that competency is demonstrated, thus documenting student and teacher accountability. The challenge activity concept is designed to give students of all abilities experience in solving challenges through the use of critical thinking.

CHALLENGE ACTIVITY WORKSHEET

Name (s): _____

Date: _____

Unit: _____

1. Identify Challenge
My specific challenge will be _____

2. Brainstorm ideas/gather information (see Resources Date Sheet)
List at least five sources _____

3. Choose from options
Brainstorm as many options as possible without making a judgement.

Select your best option.

4. Act/Initiate plan
Briefly tell all the steps in carrying out your plan. You may want to keep a daily log to delineate your progress. (Use back if needed.)

5. Follow Up/Evaluate
Describe the strengths/weaknesses of your challenge activity. How can you transfer your learning to future challenges?

CHALLENGE EVALUATION FORM

Name(s)_____

Date_____

Project_____

1. IDENTIFY CHALLENGE SPECIFICATIONS (10 percent)

_____ Clear challenge statement and specifications of goal evident.

_____ Only one of above components evident.

_____ No evidence of challenge statement and specifications.

2. GATHER INFORMATION (20 percent)

_____ Evidence of thorough research, new knowledge acquired and awareness of what others have done to solve similar problems.

_____ Some research with evidence of reading.

_____ No evidence of research or application.

3. CHOOSE FROM OPTIONS AND PLAN (30 percent)

_____ Sound and specific plan to achieve goal (which includes who, what, when and how).

_____ Evidence of plan.

_____ No evidence of ability to make a plan for chosen option.

4. ACT - Initiate Plan (20 percent)

- _____ Strong presentation of results.
- _____ Attempted plan but obtained limited results.
- _____ No results obtained.

5. FOLLOW UP/ EVALUATE (20 percent)

- _____ Excellent attention to detail, process and outcome. Detailed reason given for the success of the project or details of alterations which would ensure a successful conclusion. Very good team effort and result.
- _____ Average attention to detail, process and outcome. Modest detail of reasons given for the success of the project or details of alterations which could ensure more successful conclusions. Some evidence of teamwork.
- _____ No results, suggestions or evidence of teamwork.

RESOURCE DATA SHEET

CHALLENGE ACTIVITY:

TEAM MEMBERS:

BRAINSTORM IDEAS:

List ideas and strategies

1.

2.

3.

4.

BIBLIOGRAPHICAL INFORMATION*:

Author's Name:

Title of Work

Publication Information:

Other Publication Information:

(editor, edition, issue)

Library Call Number:

Personal Notes about Contents:

*Bibliographical information is needed for each source used.

FIELD TEST PROCESS

Forty-eight high schools were identified as field test sites for the New Jersey High School Competency-Based Home Economics Curriculum. Urban, suburban and rural high schools in the north, central and southern sections of the State were selected to accept the field test responsibility. As well as participating in in-service training in competency-based and technology education methodology, the field test teachers made a significant commitment of time and energy to testing and providing written comments on specific content areas. A field-test site monitor visited each teacher to gather additional feedback on the strengths and weaknesses of the curriculum. The detailed comments of teachers, monitors and administrators provided the basis for significant revisions to the draft curriculum. The administrators of this project sincerely appreciate their effort and their commitment to improving home economics in the State of New Jersey. The following teachers and their districts were field-test participants:

Aiken, Georgianna
Akey, Alison
Alderman, Melody
Anderson, Sandra
Battle, Loreen
Banagan, Ruth
Brown, Sandy
Caleca, Ellen
Cartagena, Gloria
Cocotos, Helen
Egbert, Ginny
Evans, Mary Ellen
Falto, Kathy
Fitzsimmons, Paula
Flaker, Carol

Lawrence High School
Snyder High School
Long Branch High School
Pleasantville High School
Snyder High School
Mountain Lakes High School
Millville Senior High School
Lakeland Regional High School
Ferris High School
Union Hills High School
Washington Township High School
Paramus High School
Emerson High School
Bloomfield High School
Northern Highlands Regional High School

Flanagan-Wurtz, Janet
Ford, Winifred
Fulton, Patricia
Gabriel, Carol
Graef, Judy
Hayes, R. Pennestin
Kresnosky, Kathy
Latimer, Laurie
Littles, Gloria
Mancuso, Sue
McNamara, Linda
Merkle, Pam
Morris, Lisa
Parks, Eleanora
Patterson, Debby
Petach, Elaine
Pinto, Carol
Porcaro, Laura
Roche, Nancy
Royal, Patricia
Ryder, Barbara
Sangura, Lydia
Simeonidis, Mercina

Stender, Julianne
Stubbs, Gail
Thomas, Mildred
Tansey, Loretta
Wilkins, Marianne
Wyman, Wendy
Zeigler, Mary

South Plainfield High School
Dickinson High School
Camden High School
Monmouth Regional High School
Bloomfield High School
Bloomfield High School
Lakeland Regional High School
Lawrence High School
Camden High School
Hopatcong High School
Bloomfield High School
Washington Township High School
Washington Township High School
Camden High School
Washington Township High School
Long Branch High School
Mountain Lakes High School
Pascak Hills High School
Bernardsville High School
Pleasantville High School
Washington Township High School
Cartaret High School
Northern Highlands Regional High
School
Long Branch High School
Monmouth Regional High School
Pleasantville High School
South Plainfield High School
Washington Township High School
Hopatcong High School
Paramus High School

GLOSSARY OF TERMS

DUTY: A duty is a major segment of the work involved in an occupation/the field of home economics. It is written as a gerund (a verb ending with -ing) and is very broad. Duties are made up of two or more tasks.

TASK: A task is an observable and measurable unit of work with a definite beginning and ending. It consists of two or more steps that lead to a product, service or decision.

PERFORMANCE OBJECTIVE: Performance objectives are comprised of three basic parts: condition, task and standard. These three elements, when joined together, describe the competencies to be acquired by students. A further description of these elements are as follows:

CONDITION: Conditions describe the situation, resources and other perimeters under which the task is to be performed. They are the "given" part of the objective.

TASK: Defined above.

STANDARD: The standard is the specification of the criteria used to determine at what level the task is considered to be completed competently.

PERFORMANCE STEPS: A listing of the general steps required to perform the task.

ENABLING OBJECTIVES: The specific statement of knowledge needed to perform the task. (They are written with action verbs and objects.)

ACTIVITIES: Series of specific procedures which a student can perform to achieve competency at a task. They constitute the classroom lessons. Three types of activities within this curriculum are initial, challenge, and creative activities as defined below:

INITIAL ACTIVITIES: These activities are classroom starters, designed to engage students in the learning process and taking only 2-3 minutes at the beginning of the session.

CHALLENGE ACTIVITIES: These are problem-solving activities which require students to think critically and utilize a five-step process in order to reach a desired outcome. These activities will be processed by students with the aid of a challenge-wheel diagram, worksheets and evaluation sheets.

CREATIVE ACTIVITIES: A combination of classic, updated, and newly-created projects and strategies which are designed to build the competencies of home economics.

CRITERION-REFERENCED MEASURES EVALUATION: The final assessment in competency-based education requires the successful demonstration of the task: in other words, evaluation of competency achievement requires that students actually perform the specified task under the specified conditions, at the specified standards delineated in the performance objectives. Also, within this curriculum, evaluation standards are set forth for creative activities or the process by which students develop competency. Finally, as noted above, uniform standards are established for the evaluation of every challenge activity.

HSPT: High school proficiencies, or basic skills, are essential for everyday living in our complex and continuously changing society. Throughout the State of New Jersey, they include the enumeration of specified components of reading, writing, and mathematical skills. This curriculum also includes the basic skills of science and critical thinking. The breakdown of these skills is included at the end of each curriculum duty area as Appendix A.

POTENTIALS AND POSSIBILITIES

Duty A : ENHANCING PERSONAL IDENTITY	Page
Task .01 Strengthen self-concept	A-1 to A-4
Task .02 Communicate values	A-5 to A-8
Task .03 Enhance personal appearance	A-9 to A-12
Appendix A: HSTP	A-13 to A-16
Appendix B: Resources Duty A	A-17 to A-20
Appendix C: Publishers list	A-21 to A-26



Duty A: Enhancing Personal Identity

Task .01: Strengthen self-concept

Performance Objective:

Condition: Current status of self-image/self-esteem
Real-life situations

Task: Strengthen self-concept

Standard: Self-concept is strengthened through behavior
which reflects respect and value for self.

Performance Steps:

Assess self-concept (examine beliefs, attitudes, values).
Identify components for change.
Design strategies for implementing change.
Make choices (assuming ability to control and change).
Implement the strategies.
Evaluate the results.

Enabling Objectives:

Define self-esteem.
Explain relationships among self-esteem, decision-making
skills, locus of control, rationality and behavior.
Explain the problem-solving process.
Evaluate how forms of communication influence esteem.
Communicate assertively and positively.
Read and analyze written information.
Describe careers related to self-esteem and helping professions.
Compare ways of safeguarding and strengthening self-esteem.

HSPT: R-IV a, b, d W-I W-II a-f (See Appendix A)

Activities:

Initial Activities:

Ask students "When was the last occasion you felt really
good about yourself. Describe it to a classmate?" "Who

influences your self-concept the most?" "Name three people (celebrities, parents, teachers, peers, etc.) who have high self-esteem." "Identify characteristics these people have in common in addition to high self-esteem." "Explain your selections."

Challenge Activities:

Create a video, using the format of a documentary, newscast, TV talk show, etc. to interview and highlight people with high self-esteem and explain how they attained this feeling.

Creative Activities:

Ask student(s) to

Create a paper scrapbook, video or any other project which conveys a story about how their lives have influenced other people. Log reactions to this and other activities in a personal journal.

Bring in, describe, or draw an object that represents them and explain how it does this.

Create and share a positive descriptive statement about themselves. Obtain feedback from the group.

Make self-descriptive acrostics using their names as the starting letters of each line.

Identify 10 roles they play and write them on individual sheets of paper. In small groups, students individually throw away the least important role and explain how they feel without this role. Repeat process until all roles are gone. Discuss what is left (clue: their most valuable asset is themselves).

List 10 adjectives that best describe themselves and explain their choices.

Discuss what each descriptive label gets them and how it limits them. Explore the idea that these labels are general tendencies of an individual to act in a specific way rather than integral parts of their being (for example, gender will remain constant 100% of the time, throughout life whereas "shyness" is situational, more common in children, subject to change, a common response to particular situations).

Describe, in small groups, a situation occurring during the past week in which they achieved a successful outcome.

Identify resources they managed to achieve their goals.

- Write 10 adjectives which best describe them on pieces of paper. Collect, shuffle and randomly distribute them to the students who will respond to the comforts and discomforts of their newly-established personalities.
- Write an essay, poem, letter or other written form of communication about the feelings, costs, benefits and subsequent changes in lifestyle created by these new identities. Alternately, write goals and plans of action for improving their new personalities. Pass writings back to the original list maker and discuss their reactions.
- Write a classmate's name and something positive about the classmate on an index card. (Signing these cards can be optional.) When all cards are completed, give them back to the appropriate classmate.
- Write essays or report orally on their reactions and surprises at other classmates' observations. Require that each communication has at least five positive/high-esteem components.
- Create case studies of challenges, goals, wishes, problems, conflicts with parents, etc. and collect them. Use these case studies to determine how each situation would be handled by a person with strong self-esteem and then by a person with weak self-esteem. Make generalizations as a class.
- Investigate careers related to helping people enhance self-esteem (social workers, teachers, other helping professionals).
- Describe how living in their community influences their self-esteem and values.

Criterion-Referenced Measures-Evaluation:

- Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.
- Evaluate essays/oral presentations in terms of how they followed guidelines, insight shown, feelings expressed and depth of exploration.

Have students write an essay describing changes in their behavior as a result of classroom activities. Require at least five examples describing old tendencies; new techniques; associated attitudes, values and beliefs that have changed; insights gained; and feelings about these changes.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty A: Enhancing Personal Identity

Task .02: Communicate values

Performance Objective:

<u>Condition:</u>	Specified relationship and situation
<u>Task:</u>	Communicate values
<u>Standard:</u>	Personal image is accurately reflected/enhanced. Values are clearly conveyed through behavior.

Performance Steps:

Assess a situation.
Think about how personal values influence perception.
Generate options in communication.
Communicate congruently (assertively).
Determine if communication accurately reflects one's values.
Identify feelings about the communication process and the image projected.
Evaluate.

Enabling Objectives:

Define values. -
Identify personal values.
Prioritize values.
Defend personal values.
Analyze how values influence behavior.
Compare and contrast personal values with those of others.
Describe careers related to communication, values clarification and the helping professions.

HSPT: R-II a-f R-III a-g R-IV a-d (See Appendix A)

Activities:

Initial Activities:

Create four zones in the room with signs labeled millionaire, missionary, marathon runner and movie star. Ask students to

go to the zone that best suits them, and, as a group, justify their choices. Repeat the activity on different days using new signs with different labels. Compare values communicated by the groups.

Challenge Activity:

Stage a debate or panel discussion: What is the greatest source of influence on American values? (media, religion, schools, parents, community)

Creative Activities:

Ask student(s) to

List their three top values on separate cards. Trade a value with someone else. Identify how the student would change as a result of the exchange. Repeat two more times and discuss lifestyle changes.

Imagine that an environmental disaster is going to happen in 30 minutes. There will be a mass evacuation. Everyone can take only one portable suitcase of personal items. List the contents of the suitcase and explain/justify the selections.

Describe a successful person. List the attitudes, values and beliefs needed for the individual's success. Compare the "successful" person to themselves, and then to others.

Work independently and prioritize a list of 15 values. Pair up and create a single list of values for each pair. Repeat with groups of four and then with the class as a whole. Discuss reactions.

Create a list of their 12 top values. For each value, identify two people who would hold the same value and two people who influenced the acquisition of that value. Write essays about their observations and reactions.

Estimate the percentage of time they spend doing various activities (7 hours sleeping, 1 1/2 hours eating, etc.). Create a pie chart depicting these estimates. Repeat the list and charts with their own "ideal" time allocations. Decide what this tells about their values. Make suggestions about how to bring their current allocations closer to an ideal.

Expand the previous activity by creating goals and strategies for improving their time allocation. Use the challenge process.

Imagine a mad scientist in their neighborhood has a devoted passion for the process of cloning. Finally, a breakthrough has occurred and each student can be cloned. Each student must complete information for a database. Decide as a class what

information is needed and design a data intake sheet. Topics may include, but need not be limited to current interests, important people, career hopes, values, mate selection attributes (anticipated/desired), age and condition at death, etc. Complete the created data sheets. Analyze answers for attitudes, values and beliefs they reflect.

Obtain the words to their favorite song. Write an essay about themselves in relation to the song and why the song is one of their favorites.

Imagine having inherited an internationally renowned organization known for miraculous success in solving problems. Name the fields of expertise of the organization's five top employees (world peace, alleviation of poverty, expansion of businesses, agriculture, sex education, plastic surgery, self-esteem, prevention of aging, religion, etc.). Next, imagine that political pressures require students to merge organizations. Pair, then square students, requiring consensus each time. Discuss the results.

Hold a Values Auction for 25 predetermined values or values generated by the class and let them bid/purchase the values that are important to them with play money evenly or unevenly distributed in the class.

List the purchases they or their family made in the last week. Analyze this list in terms of individual and family values, attitudes and beliefs.

Make a list of the should's that guide their behavior (you should spend money; you should vote; you should never....). Assist students with this task by suggesting topics (sex, politics, religion, homework, people, race, etc.). Analyze the statements in terms of origin, age, rationality, etc. Draw personal conclusions. Discuss reactions as a class.

Explore qualifications and career ladders for professionals such as psychologists, psychiatrists, social workers, teachers, or others. A speaker may provide personal insight and background information.

Choose a disability resulting from the aging process/accidents or of medical/genetic origins. The teacher can assign disabilities such as glaucoma/perceptual impairment, Alzheimer's/mental disability, gross/fine motor impairment, etc. Describe in writing, or explore in group discussion, how disabled people depend on others to compensate for their challenges. How would each disability influence personal values? Draw

conclusions as a class, including listing abilities for which students are grateful.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Competence in communicating values will be evaluated through essays describing the ways in which values influence behavior. Essays should reflect insight, cause-effect relationships, depth of exploration and degree of contentment with expressed values.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty A: Enhancing Personal Identity

Task .03: Enhance personal appearance

Performance Objective:

Condition: Own style
Coloring
Body shape and size
Style and requirements of various settings
Personality
Financial resources

Task: Enhance personal appearance

Standard: Appearance is pleasing to self and friends
-Appearance is suited to the setting and situation.
Appearance is maintained within a budget.

Performance Steps:

Assess personal appearance.
Brainstorm ways to improve personal appearance.
Perform a cost/benefit analysis on options.
Set goals for enhancing personal characteristics.
Create a plan for achieving the goals.
Implement the plan.
Evaluate.

Enabling Objectives:

Evaluate components of personal appearance.
Identify flattering lines and color types.
Describe positive physical characteristics.
Analyze clothing styles that enhance appearance.
Give feedback on appearance.
Identify pitfalls of excessive concern for body shape.
Describe the influence of genetics on features.
Predict physical changes in appearance in the future.
Describe careers that focus on enhancing personal appearance.
Read safety warning labels on consumer products marketed to improve appearance.

HSPT: W-I W-II R-II R-IV R-V R-VI
 M-I a-f M-III b M-IV a-c
(See Appendix A)

Activities:

Initial Activities:

- Select scenes from current videos, films or TV shows and ask students "How does physical appearance influence the way others think of you?"
- Ask students to write or verbalize what they like/dislike about their own appearance.
- Ask students what magazine they would want to photograph them for an advertisement or feature article. Why?

Challenge Activity:

- Using materials they already have (shop their closets), students develop and video "make-overs" for each person, depicting four different characterizations: gang/groupie, dramatic/elegant, wholesome/casual, business/professional, or other.

Creative Activities:

Ask student(s) to

- Keep a log throughout this unit documenting changes in personal appearance. Include budget calculations, satisfaction with changes and the setting or situations where make-overs would be appropriate.
- List five aspects of personal appearance. Using teen, sports and favorite magazines, research suggestions for improvement.
- Using construction paper and/or fabric remnants of various colors (including silver and gold), conduct a color analysis for each student. This can be done in groups of four to five students, focusing on one person at a time.
- Design a survey to determine what classmates/other students find attractive in the physical appearance of the opposite sex. Focus on changeable aspects of appearance (hair styles, clothing style, weight/physique, etc.) Publish findings in the school newspaper.

- Obtain photographs of themselves projecting various images.
Make observations about the changes that have taken place in their physical appearance. As a class, discuss the changes in appearance which must occur for individuals in various situations (work, exercise, dates, etc.).
- Create "dream" makeovers where money is no object in improving personal appearance. Calculate the costs involved in "dream" makeovers.
- Describe three make-over techniques and strategies that students have used successfully. Share the strategies as a class and compile them in a pamphlet. Market the pamphlet through the school newspaper. Donate any proceeds to a charitable organization.
- Interview professionals employed in the field of enhancing personal appearance. Include, but do not limit interviews to plastic surgeons; students in cosmetology, dermatology, etc.; opticians; beauticians; clothing or cosmetic salespersons; and color-analysis professionals.
- Research the amount of money spent annually on goods and services designed to enhance appearance.
- Calculate the money spent by students each day, week and month on improving and maintaining their personal appearance (i.e., dry cleaning, shoe repair, hair cuts, etc.).
- Investigate the safety hazards related to appearance enhancing processes and products (i.e., adverse reactions to cosmetics or tattoos, eye injuries from contact lenses, surgical complications from liposuction, side effects from steroids, problems related to "nose-jobs", back injuries from shoes, etc.).
- Describe the influences of peer groups (clubs, cliques, gangs, etc.) on hair styles, physical dress, "attitude images" and other aspects of personal appearance. Explore motivational forces for following peer-group pressure.
- Select a disability resulting from the aging process/accidents or of medical/genetic origins. Describe in writing or discuss in groups how physical appearance, self-esteem and interpersonal relations would change for persons with this disability. Draw conclusions as a group.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet

and evaluation forms can be used for teacher, peer or self-evaluation.

Evaluate creative activities in terms of creativity, depth of insight, exploration and fulfillment of activity requirements, strength of generalizations and ability to stay within budget.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning written/oral expression and insight.

- Obtain photographs of themselves projecting various images.
Make observations about the changes that have taken place in their physical appearance. As a class, discuss the changes in appearance which must occur for individuals in various situations (work, exercise, dates, etc.).
- Create "dream" makeovers where money is no object in improving personal appearance. Calculate the costs involved in "dream" makeovers.
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- Investigate the safety hazards related to appearance enhancing processes and products (i.e., adverse reactions to cosmetics or tattoos, eye injuries from contact lenses, surgical complications from liposuction, side effects from steroids, problems related to "nose-jobs", back injuries from shoes, etc.).
- Describe the influences of peer groups (clubs, cliques, gangs, etc.) on hair styles, physical dress, "attitude images" and other aspects of personal appearance. Explore motivational forces for following peer-group pressure.
- Select a disability resulting from the aging process/accidents or of medical/genetic origins. Describe in writing or discuss in groups how physical appearance, self-esteem and interpersonal relations would change for persons with this disability. Draw conclusions as a group.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet

and evaluation forms can be used for teacher, peer or self-evaluation.

Evaluate creative activities in terms of creativity, depth of insight, exploration and fulfillment of activity requirements, strength of generalizations and ability to stay within budget.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

W I. Write an Essay

W II. Revise/Edit the Written Text of Another Writer

- a. Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
- b. Correct nonstandard sentence structure.
- c. Complete unfinished sentences.
- d. Combine ideas into a well-constructed sentence.
- e. Select transition words to complete a logical progression of ideas in written text.
- f. Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

R I. Comprehending Narrative Text at Literal and Inferential Levels

- a. Characters
- b. Setting
- c. Plot
- d. Theme
- e. Vocabulary
- f. Literary Awareness

R II. Comprehending Informational Text at Literal and Inferential Levels

- a. Central Purpose
- b. Major Ideas
- c. Supporting Ideas
- d. Using Data Presented in Visual Form
- e. Vocabulary
- f. Research/Study Skills

R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

- a. Fact/Opinion
- b. Main Idea
- c. Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
 - e. Make predictions based on experimental or mathematical probabilities; and
 - f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
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- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

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M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

APPENDIX B: RESOURCES
DUTY A
ENHANCING PERSONAL IDENTITY

BOOKS

EMC: Fruehling, R.T. Your Attitude Counts. St. Paul, Minnesota: EMC Publishing, 1992.

Note: The following books can be found in the KIDSRIGHTS (KR) catalog:

KR: Challenges: A Young Man's Journal for Self-Awareness and Personal Planning
#4116-5 Paper

KR: Changing Bodies, Changing Lives
#4108-H Hard
#4108-p Paperback Edition

KR: Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning
#4115-5 Paper

KR: Connecting Rainbows
#5504 Paper

KR: How to Say No & Keep Your Friends
#4119 Paper

KR: 100 Ways to Enhance Self-Concept in the Classroom
#4509 Paper

KR: Positive Peer Groups
#5507 Paper

KR: Skillstreaming: Adolescent Skill Cards
#5527, 400 Skill Cards

KR: Skillstreaming the Adolescent
#5526 Paper

KR: You & Stress
#5102 Paper

KEY

KR: Kidsrights

O4L: Opportunity For Learning

VIDEOTAPES

KR: Acting On Your Values
4651-V

KR: Anabolic Steroids
5658-V

KR: Communicating With Parents
4652-V

KR: Coping With Peer Pressure: Getting Along Without Going
Along
5612-V

KR: Coping With Pressure
4653-V

KR: Dare To Be Different: Resisting Drug-Related Peer Pressure
5657-V

KR: Depression and Suicide
4654-V

KR: Developing Social Skills: Learning Conversational Techniques
005654-HES

- KR: Drinking and Driving
4655-V
- KR: Drugs and Alcohol, Part I
4656-V
- KR: Drugs and Alcohol, Part II
4657-V
- KR: Fitting In: A New Look at Peer Pressure
4612-V
- KR: Friendship and Dating
4658-V
- KR: Hard Facts About Drugs
5656-V
- KR: How to Develop Self-Confidence When You're Not The
Fastest, The Smartest, The Prettiest, Or The Funniest
5611-V
- KR: Just Like Anyone Else: Living With Disabilities
5616-V
- KR: Leadership: Choosing the Road Less Traveled
5614-V
- O4L: Person To Person: Learning To Communicate Programs
2089-HES, filmstrips
2089V-HES, VHS
- KR: The Power of Choice
4662-V
- KR: Raising Your Parents
4659-V

KR: Self-Esteem
4660-V

KR: Self-Esteem
5613-V

KR: Sex
4661-V

KR: Sometimes I Wonder If It's Worth It
5664-V

KR: Speak Up, Speak Out: Learning To Say No To Drugs
5655-V

Sun- Steroids: Shortcut To Make-Believe Muscles
burst: No. 2277-AG

O4L: Teenage Troubles: How To Survive The Teenage Years
816V-HES

KR: Top Secret: A Friend's Cry For Help
5665-V

KR: To Whom It May Concern: Program Confronting Teen
Suicide
4647-V

KR: What Can I Do When I Feel Bad?
4607-V

O4L: What Can I Do When I Feel Bad?
145521-HES

KR: Young People In Crisis
4645-V

SOFTWARE

O4L: Body Language Analysis
HE5020-HES Apple, 48K

O4L: Improving Your Self-Concept
045957-HES Apple, 48K
331 B-HES IBM, 64K (5.25 disk)
331B-3-HES IBM, 64K (3.5 disk)

O4L: Multidimensional Personality Evaluation
065597-HES Apple 48K
065776-HES IBM, 64K

O4L: Self-Evaluation Series
GC100-HES
Apple, 48K

O4L: Total Stress Management
067091-HES Apple, 48K
067218-HES IBM, 64K

GAMES

KR: Assert With Love
5414

KR: Consequence of Choice
5413

KR: Pocket Version, Teens
4413

KR: Ungame
4410, (18 x 18 x 1 1/2)

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.
135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics
P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.
Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.
Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.
Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues
P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management
P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

Life Skills Center, Montclair State. Funded through PL 101-392.
A-23

**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

Life Skills Center, Montclair State. Funded through PL 101-392.
A-25

Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

J. Weston Walch

Publisher

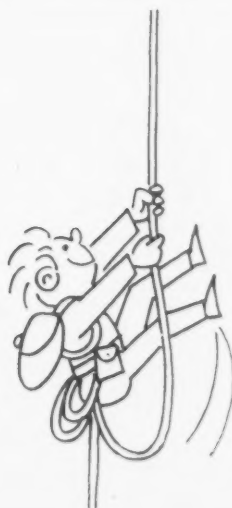
321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

Duty B : **MANAGING RESOURCES**

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Duty B: Managing Resources

Task .01: Resolve a challenge

Performance Objective:

- Condition: An unresolved issue, problem or challenge
Human and material resources
Values, needs, wants, goals
- Task: Resolve a challenge
- Standard: A challenge is resolved in a way that satisfies personal values, needs, wants and goals, maximizes/conserves resources, and minimizes residuals (unresolved segments of issues/challenges).

Performance Steps:

- Identify a challenge.
- Gather information.
- Choose from options.
- Act and implement a plan.
- Follow-up and evaluate.

Enabling Objectives:

- Define values, needs, wants and goals.
- Establish goals.
- Distinguish between personal issues/challenges and those of others.
- Identify resources.
- Identify safety issues.
- Create, conserve, and substitute resources.
- Collect information to clarify issues, problems and challenges.
- Apply information to challenges.
- Generate options.
- Evaluate options and synthesize plans.
- Evaluate the achievement of goals.
- Communicate in oral and written form.
- Calculate the cost to resolve a challenge.
- Explore careers in management.

Develop an evaluation instrument for a particular issue, challenge (test, science fair project, relationship, food product, etc.).
Write an essay entitled, "If I had it to do over again." Be specific as to the challenge, problems, judgements, etc.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Resolution of the challenge should demonstrate personal values, needs, wants and goals, maximize/conserves resources as well as minimize residuals (unresolved segments of issues/challenges).

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty B: Managing Resources

Task .02: Develop money-management plan

Performance Objective:

<u>Condition:</u>	Financial resources Family values, needs, wants, goals Fixed expenditures (ex. mortgage payment) Variable expenditures (ex. taxes) Requirement to protect assets Percentage of need for liquidity of assets Need to build a credit history Need for income maintenance or growth
<u>Task:</u>	Develop money-management plan
<u>Standard:</u>	A money-management plan is formulated which accounts for money, provides an accessible and positive credit history, considers the factors of financial maintenance/growth and sets realistic goals for self and family based upon known income.

Performance Steps:

Clarify financial values, needs, wants and goals.
Set priorities.
Develop a money-management plan.
Implement the plan.
Evaluate the plan.
Adjust the plan based upon evaluation.

Enabling Objectives:

Define money-management terms: opportunity costs; inflation; fixed, variable and occasional expenses; assets; liabilities.
Identify individual and family values, needs, wants and goals.
Distinguish between human and nonhuman resources.
Describe the concept of a personal money-management plan.
Identify ways to organize money management.
Identify expenditures (fixed, variable, occasional).
Analyze income and expenses.

Evaluate money-management plan.
 Identify safety issues related to money management.
 Communicate in oral and written form.
 Calculate finances mathematically.
 Identify consumer protection laws/agencies and their functions.
 Explain careers in accounting, banking, finance and management.

HSPT: W-I R-II e, f R-IV a-d
 R-VI a-d R-V M-I a-c, f
 M-II h, i M-IV a-c, f M-V b, c (See Appendix A)

Activities A: Money-management Plan

Initial Activities:

For recognition of personal warning signals of financial problems, read the following questions to students: "Do you wonder where your money goes? Do you have cash for emergencies? Do you fail to set aside money for important goals? Do you use credit more and more as a substitute for cash? Do you feel you are financially sinking or standing still? Do you borrow in order to cover bills or debts? Do you ever get overdue notices on your bills? Do you ever bounce a check? Do you find it hard to pay your bills and still have money left over?"

Challenge Activity:

Give each student a fictitious income and family composition. Describe the family's characteristics. Design an annual money-management plan which includes a detailed budget for fixed, variable and occasional expenses. (Income cards can be created by cutting out employment want-ads varying from minimum wage jobs to jobs in upper salary ranges. Cards can also be created for welfare and unemployment recipients. The ads are attached to index cards for students to select from a deck of cards.)

Creative Activities:

Ask student(s) to

Keep a log of typical weekly income and expenses, accounting for every penny for a given period (a few days, weeks).
 Identify and discuss with a partner, in class, each student's most valuable human and nonhuman resources.

- Find affordable housing on a fictitious income selected in the challenge activity, using newspaper ads.
- Furnish a hypothetical apartment (include the size), given \$2,000, a couch and a bed. (Estimate costs, using catalogues for pricing.)
- Investigate typical monthly charges for gas and electricity for the apartment selected.
- Consider being unemployed for over a year and no longer being able to afford clothing, food or housing. What resources are available from federal, state and local governments, churches or other organizations to provide assistance?
- Determine what percentage of the fictitious take home pay (identified in the challenge activity) goes to taxes, fixed expenses, variable expenses and occasional expenses.
- Decide, given each student's money-management plan, how much income will go toward savings, investing and other long-term financial goals?
- Plan how to increase income/resources and reduce spending.
- Imagine having only \$200 a year left over for discretionary use. How would the student spend it?
- Complete a personal financial statement. Identify financial assets and liabilities. What categories are included?
- Write an essay describing and evaluating the student's personal financial profile. Is the student content with his/her current financial habits? Explain his/her answer.
- Write an article for the school paper on "bankruptcy." Explain what bankruptcy is and what process it involves. Research statistics for bankruptcy in this state in the last year. Are there specific economic factors which have contributed to the rise or fall of the rate? What does it mean to the person declaring bankruptcy in their future financial life?
- Comment on money phrases on the Activity Sheet "Money, Money, Money."
- Investigate how people get into credit trouble through interviews or class presentations by credit counselors.
- Investigate bankruptcy through an interview or a class presentation by a bankruptcy attorney. Include career information.

Activities B: Payroll Analysis

Initial Activities:

- Display a sample pay check stub. Ask students "What categories are on your pay stub? What is FICA? Who do you pay 'taxes' to?"

What if the worker lives in New Jersey, but works in New York or Pennsylvania?"

Challenge Activity:

Have student(s) pretend to be the president of a newly formed company. Research how to pay employees including mandatory and optional deductions. Educate employees about the layout of their paystub.

Creative Activities:

Ask student(s) to

Interview a payroll supervisor about what must be on all paystubs (federal and state requirements).

Create a questionnaire to survey the knowledge of teachers, staff, or parents regarding deductions and abbreviations (ex. what does FICA mean?).

Imagine working for the Internal Revenue Service. Make a presentation explaining to a company's new employees why they pay state and federal taxes. Where does the money go? What happens if you don't pay taxes?

Research the concept of unemployment insurance. What are the criteria for receiving it? How does one apply? How long does it last? What are the responsibilities of the unemployed? What are the current statistics regarding unemployment in the state?

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Evaluate the money-management plan to check that money is accounted for, accessible and that there is a positive credit history. In addition, the plan should result in financial maintenance or growth in accordance with realistic goals for self and the family's given income.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy and oral/written expression.

Money, Money, Money
(Duty B, Task .02)

Comment on the following "money" phrases:

1. "A penny saved is a penny earned."
2. "A few days after payday, my money is gone. I just don't know where the money goes."
3. "Money is the root of all evil."
4. "I owe, I owe, so it's off to work I go!"
5. "Oh well, it's only money."
6. "Penny wise and pound foolish."
7. "I am always in debt."
8. "May, I charge that to your account, sir?"
9. "Inflation is when the buck doesn't stop anywhere."
10. "There is one four letter word that is seldom heard--CASH!"

Duty B: Managing Resources

Task: .03 Use financial services

Performance Objective:

Condition: Consumer needs, wants, goals
 Personal financial resources
 Institutional ratings and costs

Task: Use financial services

Standard: Financial services are used to maintain financial
 solvency, improve financial organization or
 management and maintain credit rating.

Performance Steps:

Clarify values, needs, wants and goals.
Set priorities related to financial services.
Collect and analyze information on financial services.
Choose financial services from options.
Plan the use of financial services.
Implement.
Evaluate.

Enabling Objectives:

Explain types of financial services and reasons for their use.
Identify financial service needs, wants, values and goals.
Define financial terms such as financial services, human/nonhuman
resources, credit, APR, credit rating, credit reporting agencies
(TRW), electronic banking, interest.
Analyze personal resources.
Calculate finances.
Analyze a personal financial history or rating.
Evaluate the impact of positive/negative financial history.
Compute expenses, for financial services over time.
Communicate in oral and written forms.
Describe systems with which consumers interact (national
economy, retail, banking, credit, legal, housing, insurance,
government, education).

Evaluate types of financial services.
Explain financial service skills and procedures.
Identify safety issues related to financial services.
Describe electronic/computer-based banking.
Interpret consumer protection laws related to services such as credit.
Describe careers in banking, credit, law, financial/consumer services.

HSPT: W-I R-II d, e, f R-III g R-IV a-d
 R-V M-I a, b, f M-II h, i M-III b, c
 M-IV a-c, f (See Appendix A)

Activities

Initial Activities:

Ask students "Where do you put your money? Do you save/invest/hold your money?"
Show a MAC card, piggy bank. Ask students if they use them and what purposes they serve.
Display a mock check for \$50.50. Ask students what they would do with one.
Display different types of checks (money order, cashier's check), checkbook, checkbook ledger, deposit slips, withdrawal slip, bank statement, advertisements for banks, bank services.
Ask "What are non-traditional alternatives to a bank?"

Challenge Activity:

Have student(s) anticipate a full time job after high school.
Investigate and select the type of financial service which will best suit their personal needs after graduation.

Creative Activities:

Ask student(s) to

Chart types of businesses offering financial services (bank, money broker, post office, pawnbroker, loan shark). Include advantages and disadvantages of each type.
Check, in groups, in the yellow pages of the telephone book for the location of the nearest bank, money broker, post office, pawnbroker. Request, by telephone, sample forms or applications for the type of financial service selected. Share the results with the class.

Investigate the financial services used by the student's nuclear family and other families. What type of institution do they use and why? How do they budget and manage their money? How do they keep track of funds in writing?

Tour financial-service locations. Prepare questions prior to the tour concerning the services offered to consumers, additional locations of branches, hours, etc.

Interview a financial-service employee. Prepare questions regarding customer procedures, customer problems, employee educational backgrounds, opportunities, job responsibilities, problems.

Prepare paper work to open a checking and savings account. Demonstrate using and balancing a check book. (Each student completes the banking process: write a deposit slip, a withdrawal slip, and a check; endorse a check; calculate the check ledger; and verify the bank statement.)

Observe a demonstration of an ATM machine, if possible. Have the procedure for use demonstrated. Discuss advantages, but also potential problems like safety. What are some solutions to offset the problems? Discuss safe alternatives to protecting their money.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Students will document the use of financial services so that financial solvency is secured, financial organization or management is improved, and credit rating is maintained.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy and oral/written expression.

Duty B: Managing Resources

Task .04 Establish credit

Performance Objective:

<u>Condition:</u>	Financial resources Values, needs, wants, goals Budget Unestablished credit rating/history
<u>Task:</u>	Establish credit
<u>Standard:</u>	Credit is established to expand buying power, increase purchasing convenience, stay within the family budget and money-management plan, maintain financial solvency, and establish/maintain/improve the credit rating.

Performance Steps:

Determine the need for credit/importance of establishing a credit history.
Determine types of credit.
Investigate the process for getting credit.
Set priorities.
Choose from credit options.
Implement/act.
Evaluate the choices.

Enabling Objectives:

Identify values, needs, wants and goals related to credit and its use.
Define credit terms: credit, APR, credit reporting companies (TRW), revolving credit, credit rating, etc..
Evaluate types and sources of credit.
Compute the cost of credit.
Explain credit application procedures.
Analyze the potential impact of positive and negative credit history.
Analyze safety issues related to credit.
Justify credit use.
Communicate in oral and written forms.

Describe careers in consumer credit and finance.

HSPT:	W-I	R-II d, e, f	R-III g	R-IV a-d
	R-V	R-VI	M-I a, b, f	M-II h, i
	M-III b, c	M-IV a-c, f	(See Appendix A)	

Activities:

Initial Activities:

Ask, "Is credit ever free? Explain layaway. What is a credit card? Name some. What is APR? What is the typical credit card APR? How does the American Express card differ from other common cards?"

Display credit card and loan application forms. Discuss when students or their families have used each.

Teacher writes open ended statements on board for student response and comparison: Credit is...../People who borrow money are...../Use of credit cards is...../My (parents, friends, family) use credit for.....

Challenge Activity:

Create a Teen Guide "Establishing, Choosing and Using Credit."

Creative Activities:

Ask student(s) to

Choose a product they are anxious to buy. Shop for the best form of credit to purchase the product.

Research (through library, newspapers, magazines, computer data base, personal shopping, personal interviews) the quality, availability, cost, and financing of a selected product. Research credit options relevant to each purchase, including availability and requirements. Calculate the costs. How long is the credit grace period? Discuss options in groups, including pros and cons of each. How can the goal be reached if a loan is not possible?

Implement the process of goal attainment (layaway, credit card application, car loan application).

Complete a credit card application.

Read and discuss information given on a credit card bill, including billing information and how to deal with a billing problem.

- Role play consumer problems in this area. Simulate a small claims court, or culminate the activity with a visit to one.
- Write an essay, TV sitcom, cartoon or comic book story depicting the "domino effect" of having or not having credit. Encourage humorous, creative entries. Role play and/or videotape the activity.
- Interview an employee from a credit card company. Be sure to ask the criteria for receiving a credit card. Why do companies want to extend credit to high school and college students?
- Investigate the Equal Credit Opportunity Act/the Fair Credit Billing Act/the Fair Credit Reporting Act/the Fair Debt Collection Practices Act/the Preservation of Consumers' Claims and Defenses Ruling/the Truth in Lending Law in groups. Ask each group to write a brief explanation of the meaning of the law and act out a role playing situation which explains the concept of the law they are investigating. Emphasis should be placed on creativity.
- Take an imaginary trip through the neighborhood, town or city. Which types of businesses accept credit? What types of goods and services can be purchased with credit?
- Develop a column on credit for the school newspaper. Ask students to submit credit/money-related questions to the paper. Research answers for publication in the next issue.
- Clip ads from newspapers or magazines that advertise credit. Discuss the "appeals" made to the consumer. Evaluate the effectiveness of the ads.
- Create a credit checklist of questions to ask when shopping for credit.
- Complete the Activity Sheet "Credit Concerns."
- Observe shoppers at a local mall or department store. Chart methods of payment and frequency of use.
- Complete the Activity Sheet "Consumer Math."
- Utilize computer programs/videos related to credit. Summarize the results as a class.
- Write a "business" letter to TRW requesting a credit report. Actually send it for a parent and bring in the envelope ONLY for extra credit.
- Fill out a credit application for a major department store. Extra credit can be given if the student brings in a credit application. Compare credit applications of different stores.
- Distribute "mock" credit cards with varying terms and interest rates

to groups. Have groups calculate the cost of the same large purchase with the same pay-back period. Compare the different final costs. Discuss differences in credit cards.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Students will demonstrate the establishment of credit so that buying power is expanded, purchasing convenience is increased, and the family budget and financial solvency is maintained. The end result will be the establishment, maintenance and/or improvement of the student's credit rating.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy and oral/written expression.

Consumer Math
(Duty B, Task .04)

You want to purchase a \$250 gold chain. The jeweler at the mall has an easy payment plan, only 25% down and a mere 1.5% per month for the next year. It doesn't sound bad, but when the sales clerk completes the salescheck, the cost of the chain is over \$300! Calculate the total and explain why it is so high. Remember, your state has a 6% sales tax.

Answer:

Gold chain	\$250.00
Sales tax, 6%	<u>+ 15.00</u>
	\$265.00
Down payment—25%	<u>- 66.25</u>
	\$198.75

$$\begin{aligned} \$198.75 \times 1.5\% \times 12 &= \$35.78 \\ 250 + 15 + 35.78 &= \$300.78 \end{aligned}$$

How much is the monthly payment?

What is the interest cost?

How much is the sales tax?

Why is this kind of purchase a "risky" one for long-term payments?

Are there other methods of calculating the finance or interest costs?

Credit Concerns
(Duty B, Task .04)

1. If you had credit cards, would you buy the same things? more? or less? Why or why not?
2. Would people with credit cards make fewer purchases if they had no credit cards?
3. How can you use credit and pay no finance or interest charges?
4. Does credit enable people to have a better lifestyle or put them deeper in debt? Explain your answer.
5. What is a "credit card junkie"?
6. What is meant by the "billing cycle"?
7. How can you use the billing cycle to your advantage?
8. Do all credit cards charge the same interest rates? Why or why not? Why is this important?
9. How can you find out what the credit card company's interest rates are?
10. When is it unwise to use credit cards?

Duty B: Managing Resources

Task .05: Select goods and services

Performance Objective:

Condition: Needs, wants and goals to purchase goods and services
Budget

Task: Select goods and services

Standard: The selection of goods/services is consistent with values, needs, goals and budget as well as safe, well-designed, well-constructed, reliable, of acceptable quality, appropriate for age, and the best option available with given information.

Performance Steps:

Prioritize goals.
Determine a product/service to be investigated and purchased.
Identify sources of consumer product information.
Establish a budget for the purchase.
Analyze available information.
Conduct a cost/benefit analysis.
Choose from options.
Act.
Evaluate.

Enabling Objectives:

Differentiate among values, needs, wants and goals at specific stages of the lifecycle, including the teen years.
Differentiate between "goods" and "services."
Analyze the scope/impact of various markets (teen, elderly, pet).
Evaluate advertising aimed at different markets.
Evaluate multi-media sources for consumer purchasing information.
Explain legalities involved in Fair Labeling and Packaging.
Calculate the cost of options.
Conduct a cost/benefit analysis.
Describe consumer protection laws.

Chart services for an individual and a family which are essential/occasional/discretionary.

Identify optional or stylish services (ex. nail care, tanning).

What are the predictions for future "fad" services?

List 10 services they and their families have purchased in the last week. Describe the process used in selecting these services.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation of the task as it relates to the following standard: consistent with values, needs, goals and budget; safe, well designed and constructed; reliable; consistent and acceptable quality; appropriate for age; best option available with given information.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy and oral/written expression.

Duty B: Managing Resources

Task .06 Use technology to enhance lifestyle

Performance Objective:

Condition: New and improving technology
Desire for increased convenience, service
Positive/negative impact of technology on consumer

Task: Use technology to enhance lifestyle

Standard: Technology reduces stress and improves lifestyle
through better use of time, energy and money.

Performance Steps:

Brainstorm options to satisfy needs, wants and goals.
Set priorities.
Develop a plan to enhance individual/family lifestyle using
technological advancements.
Implement the plan.
Evaluate the plan.
Adjust the plan based upon the evaluation.

Enabling Objectives:

Define needs, wants, goals, technology and lifestyle.
Identify examples of technology which impact on the
individual/family.
Evaluate positive/negative impacts of technology on the
individual/family.
Identify safety issues related to technology.
Calculate costs.
Communicate in oral and written forms.
Explain careers in consumer and family technology.

HSPT:

W-I	R-II a-f	R-IV a-d	R-V	R-VI
M-I a, b, f	M-II a-d, g-i	M-III c	M-IV a, b, f	
(See Appendix A)				

Activities A: Overview of Technology

Initial Activities:

Ask students "What fields (careers) do you think of as technology fields?" Ask students to identify and list 10 technology fields.

Challenge Activity:

A common complaint has been the difficulty in understanding and utilizing technological products (like a VCR). Select one product or service and make it more "user friendly."

Creative Activities:

Ask student(s) to

Define the term "technology." In groups, present and defend their definitions. As a class, utilize aspects from each group to make a new definition. Look at the term in its broad concept. With the definition as a basis, expand the initial activity by adding 20 more fields of technology study (food production, space study, astronomy, medicine, satellite communication, robotics, design, etc.).

List 15 men and 15 women considered famous in technology fields. Using library resources, identify their contribution. (It is difficult to find a number of women beyond Madame Curie. Discuss possible reasons for this.)

Write a brief essay about a woman who has had a significant impact on technology in the last 10 years. Share the writings with the class.

Imagine life without a microwave/telephone/television/radio/car. Think about how life would be changed. Identify differences between needs and wants. Which result of technology would each person miss the most? Why? Discuss reactions in small groups; then share with the class.

Make a time line depicting the history of the technological advancements of a product or service.

Survey students to assess technology needs and usage.

Cut pictures/descriptions of examples of technology affecting individuals and families from magazines and catalogues.

Identify home products which reflect technological advancements in the last 10 years. Plot advancements on a timeline.

Develop a questionnaire for an interview of 50-60 year-old and 70-80 year-old to determine how technology has changed lives.

Compile a wish list for products in the home which "need improvement" (ex. a microwave that keeps frozen food frozen

until the timer initiates defrosting and preparation of the food for the family's arrival at home). Interview parents for an adult perspective.

Interview professionals and paraprofessionals who work in a given field of technology. Obtain history, trends, projections, etc.

Develop a survey for varying populations (adolescents, adults, elderly, retired) to determine age group usage of different types of technologies. Graph results. Why do certain sectors of the population use different types of technology? (availability, resistance to change, fear, cost, etc.)

Activities B: Electronic Banking

Initial Activities:

What is ATM? Display ATM (automatic teller machine) card.
Ask students to define electronic banking. List names of electronic banking systems.

Challenge Activity:

Have students role play using an electronic banking system. Prepare a script that includes issues such as liabilities, regulations, personal safety.

Creative Activities:

Ask student(s) to

Research and differentiate between traditional/electronic banking.
Discuss and judge liabilities and regulations governing electronic banking.

Discuss impacts of banking technology on lifestyle, compiling a list of positive and negative features.

Observe a demonstration of an ATM (withdrawal, deposit, obtaining current balance information).

Identify problems related to personal safety and security associated with electronic banking. Make a list of precautions for ATM customers.

Select another field of technological advancement and parallel it to the banking field.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the

challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Technology use to enhance lifestyle will be demonstrated through improved lifestyle, better use of time, energy and money, and reduced stress.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy and oral/written expression.

Duty B: Managing Resources

Task .07: Protect resources

Performance Objective:

Condition: Resources
Need to protect resources

Task: Protect resources

Standard: Resources are maintained/increased and managed so that they remain liquid/available.

Performance Steps:

Clarify individual and family values, wants, needs and goals.
Identify ways to protect human and non-human resources (ex. management, insurance, savings).
Choose from options.
Develop a plan to protect resources.
Organize needed resources.
Implement the plan.
Evaluate the plan.
Modify the plan based upon evaluation.

Enabling Objectives:

Define and distinguish among human/nonhuman resources.
Evaluate relationships among values, resources and goals.
Assess individual and family resources.
Calculate resource use.
Identify safety issues related to resources.
Communicate in oral and written form.
Develop a plan for resource use.
Evaluate methods of resource protection (time schedules, savings, investing, insurance).
Explore careers in management, financial planning and insurance.

HSPT: W-I R-II a-f R-III a, g R-IV a-d R-V
R-VI M-I a, b M-II h, i M-III b, c M-IV a-c, f
(See Appendix A)

Life Skills Center, Montclair State. Funded through PL 101-392.
B-22

Activities:

Initial Activities:

Have students list their human resources (expand to include resources such as sports skills, writing, art and musical abilities).

Display objects suggesting human resources: clock, picture of head, athlete running, artwork, example of architecture, etc. and nonhuman resources: money, TV, tennis racket, CD player. Ask "What are some things money can't buy?"

Challenge Activity:

Ask students to select a favorite character from a movie, book or television show. Analyze the individual's human and nonhuman resources. Then predict how his/her lifestyle/program outcomes would be altered if his/her strongest resource became the weakest and the weakest, the strongest. Suggestion: students may need to videotape segments for in-depth analysis.

Creative Activities:

Ask student(s) to

Identify at least 20 human and 20 nonhuman resources. In small groups, discuss why each resource is important to them.

Write an essay or make a collage describing the resources they would select if they were allowed to keep only two and why. Discuss and identify problem areas in the use of human (knowledge, creativity, time, etc.) and nonhuman resources (money, car, sneakers, etc.).

Write a case study of teen-resource use, in groups. Create five questions related to their case. Groups exchange cases, edit, complete the related questions and peer evaluate their work.

Read and discuss in class the following problem: "Joan had a busy day ahead of her. She had to babysit after school for Mrs. Jones; she had homework and a book report to type; and she had to bring something for the junior class bake sale the next day. How will she get everything done?"

Create a bulletin board illustrating uses of resources--include human and nonhuman resources.

Complete the activity sheet, "Resources are Tools."

Complete the activity, "Resources as Tools."

Keep a log of how they spend their time, hour by hour, for the same week. Identify activities in the time log as basic needs (eat, sleep, hygiene), self-improvement (school, sports, reading), recreation and unaccounted. Each student should evaluate his/her use of time. Compare time usage to personal goals. How was the majority of time spent? Identify any areas that need improvement. Could any activities be combined or eliminated? Develop a plan to better organize their time.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self evaluation. Students will demonstrate protection of resources, the liquidity/availability of resources, and the maintenance of resource amount.

Management of resources resulting in proper maintenance and use will be evaluated through essay assignment. The essay will be judged by meeting the following criteria: guidelines evidence of personal insight, details to support ideas, evidence of depth in thought and content and mechanical accuracy.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy and oral/written expression.

Resources Are Tools
(Duty B, Task .07)

Talents/Possessions/Money/Tools/Time/Knowledge

Directions-Select 3 of the sample situations below; describe how you would use resources to find the best solution.

Situations:

You want to learn French.

Your closet is a disaster and you can't find things.

A friend just had a baby, but you're short on money for a gift.

Your blow dryer has a frayed cord.

You want to make money to spend on vacation.

Your club wants to raise money.

An "up to the minute" wardrobe is important to you.

Your class wants to conduct a school-wide survey.

You want to buy a car.

Situation	Solution	Resource Tools
1.		
2.		
3.		

Extra Credit: Create your own situation; then tell how you would solve it.

Tools/Imagination/Skills/Energy/People/Materials

**Resources Are Tools
(Duty B, Task .07)**

Talents/Possessions/Money/Tools/Time/Knowledge

Directions-Select 3 of the sample situations below; describe how you would use resources to find the best solution.

Situations:

You want to learn French.

Your closet is a disaster and you can't find things.

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You want to make money to spend on vacation.

Your club wants to raise money.

An "up to the minute" wardrobe is important to you.

Your class wants to conduct a school-wide survey.

You want to buy a car.

Situation	Solution	Resource Tools
1.		
2.		
3.		

Extra Credit: Create your own situation; then tell how you would solve it.

Tools/Imagination/Skills/Energy/People/Materials

RESOURCES AS TOOLS

(Duty B, Task .07)

DIRECTIONS: When making decisions, it is important to consider all of our available resources. We may be short of one resource, but have more of another. Help these young people use their resources in the best ways possible.

1. Samantha recently broke up with her boyfriend, and to make matters worse, her family has moved to another town. How can she meet new people in her new environment?
2. John's sister just had a baby. He would like to buy a nice gift for his niece, but he doesn't have much money to spend. What can he do?
3. Peter really likes his foods class. He thinks that he might like to pursue a career in foods. His guidance counselor feels that he needs to get more information about food-related careers. Where can he get more knowledge and experience?
4. Julie has been invited to her school's Winter Cotillion, a semi-formal dance held in January. When she told her parents, they said that it was great she was invited, but they would be unable to pay for all the clothing, accessories, hairdo, and make-up costs. Does she need to cancel her plans?
5. Mr. and Mrs. Spencer would like to convert their extra bedroom to a TV/family room now that their son has left for college. Unfortunately, their finances are limited. How can they use their resources to make the conversion?
6. Bob finally saved enough money to buy a stereo/radio/tape unit for his car. When he went to purchase the unit, the salesperson asked if he wanted to take advantage of the store's expert installation service. Should he have the store install it or should he do it himself? What advice would you give Bob? Explain your answer.

Duty B: Managing Resources

Task .08 Conserve and recycle resources

Performance Objective:

Condition: Limited resources
Items to be recycled
Need for concern for individual/family,
community, national and international resources

Task: Conserve and recycle resources

Standard: Increased awareness of the need to
conserve/recycle is reflected through an actual
increase in the conserving and recycling of
resources.

Performance Steps:

Identify endangered, abused, wasted resources.
Generate options to conserve and recycle resource.
Develop a plan to conserve/recycle in the home/school/nation/world.
Conduct a cost analysis.
Implement the plan.
Evaluate the plan.
Revise the plan based on the evaluation.

Enabling Objectives:

Define terms: conserve, recycle, renewable/nonrenewable resources.
Differentiate between renewable and nonrenewable resources.
Identify energy sources.
Identify home/school/local/national/world environmental concerns.
Explain reasons for conserving/recycling.
Describe the effects of pollution and misuse of resources.
List the benefits of conserving/recycling.
Demonstrate ways to conserve resources.
Explain what can be recycled and strategies for recycling.
Calculate the cost/benefit ratio for recycling.
Evaluate conservation and recycling strategies.
Identify safety issues related to conservation/recycling.

Create a conservation/recycling plan.
 Distinguish among environmental groups.
 Explain environmental legislation (endangered species, etc.).
 Communicate in oral and written form.
 Research careers in field of conservation.

HSPT:	W-I	R-II a-f	R-III a-g	R-IV a-d
	R-V	R-VI	M-I a, b, f	M-II h, i
	M-III b, c	M-IV a-c, f	M-V b	
	(See Appendix A)			

Activities:

Initial Activities:

Display product made from recycled paper.
 Display recyclable products (newspaper, aluminum cans, styrene plastics, etc.).
 Ask student to draw the national recycling logo.
 Ask "How does recycling differ from conserving?"
 Autos use millions of gallons of gas each year and contribute to environmental pollution. Ask students "How can you conserve gasoline and reduce the environmental pollution generated by cars?"

Challenge Activity:

Ask students to identify an environmental concern in their home, school, community, state or nation. Develop and implement a plan to improve the given condition.

Creative Activities:

Ask student(s) to
 Define environmental terms such as ozone, pollution, greenhouse effect.
 Contact their local government and find out what type of recycling program there is in the community. Interview the person(s) in charge. What is the history of the program and what is its status today? What problems have been encountered? What suggestions would they offer a community just beginning the process?
 Develop a conservation and recycling promotion for students/ community.

Research reasons why people DO NOT recycle or conserve resources and materials. What is being done to force compliance?

Trace the fate of recycled materials collected in the community.
Learn which recycled products undergo which processes and where processing occurs.

Describe the environmental impact of spray-can use, oil spills, medical waste on beaches, gasoline use, air conditioning, traffic, etc.

Find out what is being done at various governmental levels to protect/conserves/recycle resources.

Write an essay on the topic "Conservation and Controversy."

Contact environmental groups for information and a possible class presentation (ex. Green Peace, Sierra Club, Clearwater, Wilderness Society, etc.).

Obtain the New Jersey policy/plan for conserving/recycling resources.

Write a letter to the editor of a local newspaper, concerning conservation. Attempt to have it published.

Brainstorm options for unwanted and unused resources.

Plan a garage, yard or tag sale. Identify items to be sold, prices, advertising, cost, town or city ordinances, permits necessary, schedule (dates, time), duty schedule, accounting.

Design a recycling area for their home that is convenient, efficient, clean and adequate.

List creative ways to implement the 3 R's (reuse, reduce, recycle) in their home.

Calculate the family's average monthly utility bills (gas/heat/ electricity/water). How could they be reduced?

Create a list of ways to trim energy costs, using library resources.

Calculate what year it will be when they turn 40. Write an essay describing what their life will be like in relation to the environment and energy conservation. How will they get to work? How will shopping be done? How will food be grown? How will food be cooked?

Research current findings related to global warming. Discuss in groups what can be done. Evaluate their home and school. What recommendations would they make to their principal, family and friends?

Run a school wide 3 R's (reduce, reuse, recycle) poster contest.
Display the posters in local stores.

Complete the activity sheet, "Get Energized!"

Go to an appliance store and check the energy guides on three brands of the same appliance. Report back to class. Make a chart of the results. What information is included? What brand is most energy efficient? Do more features make the appliance more/less energy efficient? Is there a relationship between the appliance's cost and energy cost?

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Students will demonstrate the conservation and recycling of resources through a documented increase in the conserving/recycling.

Effectiveness of a conservation/recycling program for the school or community will be evaluated through observation and interviews. The criteria includes creativity, cost effectiveness, feasibility, adherence to guidelines, depth of research and application/inclusion of principles explored in class.

Essay will be evaluated based upon the following: fulfillment of requirements, learning shown, depth of research, evidence of increased awareness and mechanical accuracy.

Posters will be evaluated by a committee composed of home economics, art, and science teachers. Winning posters will be judged on the following: content, concept, grammar, artistic merit, and neatness.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questionnning, insight, mechanical accuracy, and oral/written expression.

GET ENERGIZED!
(Duty B, Task .08)

DIRECTIONS: Match the type of energy in Column B with the item in Column A. There may be more than one answer.

<u>Column A</u>	<u>Column B</u>
___1. Lawn mower	A. Electricity
___2. Microwave oven	B. Gasoline
___3. Clothes dryer	C. Natural Gas
___4. Computer	D. Solar Energy
___5. Car	E. Battery Power
___6. Television	F. Propane Gas
___7. Compact disc player	
___8. Range and oven	
___9. Radio	
___10. Barbecue grill	
___11. Hair dryer	
___12. Moped	
___13. Greenhouse	
___14. Outdoor light	

KEY

- | | |
|---------|-------------|
| 1. A, B | 8. A, C |
| 2. A | 9. A, E |
| 3. A, C | 10. C, F |
| 4. A | 11. A |
| 5. B | 12. B |
| 6. A | 13. D |
| 7. A, E | 14. A, C, D |

Duty B: Managing Resources

Task .09: Exercise consumer rights and responsibilities

Performance Objective:

Condition: Consumer rights
Consumer responsibilities
Consumer problem(s)
Consumer legislation
Local/state/federal consumer organizations/agencies
Resources

Task: Exercise consumer rights and responsibilities

Standard: A consumer problem is resolved.

Performance Steps:

Clarify consumer values, needs, wants and goals.
Identify a specific consumer problem.
Identify sources of assistance for the problem selected.
Determine ways that laws protect consumers.
Set priorities.
Develop a plan.
Implement the plan.
Evaluate the plan.
Adjust the plan based upon the evaluation.

Enabling Objectives:

Define consumer terms such as UPC, unit pricing, puffery.
Compare consumer rights and responsibilities.
Calculate unit prices.
Explain the Nutrition Labeling and Education Act of 1990.
Identify safety issues related to consumer rights/responsibilities.
Analyze consumer fraud techniques.
Explain consumer protection laws.
Contrast organizations/agencies offering consumer assistance.
Identify consumer information resources like Consumer Reports.
Communicate in oral and written form.
Describe careers in law and consumer economics.

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Duty B: Managing Resources

Task .09: Exercise consumer rights and responsibilities

Performance Objective:

Condition: Consumer rights
Consumer responsibilities
Consumer problem(s)
Consumer legislation
Local/state/federal consumer organizations/agencies
Resources

Task: Exercise consumer rights and responsibilities

Standard: A consumer problem is resolved.

Performance Steps:

Clarify consumer values, needs, wants and goals.
Identify a specific consumer problem.
Identify sources of assistance for the problem selected.
Determine ways that laws protect consumers.
Set priorities.
Develop a plan.
Implement the plan.
Evaluate the plan.
Adjust the plan based upon the evaluation.

Enabling Objectives:

Define consumer terms such as UPC, unit pricing, puffery.
Compare consumer rights and responsibilities.
Calculate unit prices.
Explain the Nutrition Labeling and Education Act of 1990.
Identify safety issues related to consumer rights/responsibilities.
Analyze consumer fraud techniques.
Explain consumer protection laws.
Contrast organizations/agencies offering consumer assistance.
Identify consumer information resources like Consumer Reports.
Communicate in oral and written form.
Describe careers in law and consumer economics.

HSPT: W-I R-II a-f R-III a, b, d-g R-IV a-d R-V
 R-VI M-I a, b, f M-II h, i M-III c M-IV a-c, f
 (See Appendix A)

Activities:

Initial Activities:

- Present examples of types of advertising (print, package, TV, radio).
- Show videotape of nearby highway depicting billboard advertising.

Challenge Activity:

- Design the label for a teen product that has eye appeal and meets legal requirements.

Creative Activities:

Ask student(s) to

- Collect examples for the following categories of product advertising: food/clothing/car/personal care product/consumer appliance. Would they purchase the product or not based on the advertisement? Explain their decision.
- Find an example of "puffery."
- Look at a list of current well-known advertising slogans. Identify the product and evaluate the effectiveness of the ad/slogan.
- Select a product or service. Evaluate the availability and quality of information about the product/service. Based upon findings, identify information that should be added. Justify changes in light of concepts of consumer rights and responsibilities.
- Develop an advertising campaign to encourage consumption of a fruit or vegetable, or create a label for a package of fruits or vegetables.
- Research the Fair Packaging & Labeling Act. What has to be on a label, by law? Are there any exceptions? How has Nutrition Education and Labeling Act of 1990 changed these exceptions? What regulations control the size of the printed type?
- Tour a grocery store to investigate a food-product category (ex. spaghetti sauce, yogurt). Copy price and ingredient list from 6 brands of the same size product. Evaluate the price and types of ingredients. Which is the best buy?
- What is the UPC? Research future uses for the UPC.
- Select a consumer product they enjoy using. Write a complimentary letter to the company.
- Write a business-like letter of complaint.

Role play calling a company with a complaint.

Identify a family consumer problem. Develop a plan to solve the problem.

Investigate the allowable "filth" level of given products. The Book of Lists is one source. Discuss why allowable levels were established.

Find examples of 6 to 8 different advertising techniques used to market products and be able to explain one.

Write to the Food and Drug Administration, U.S. Department of Health and Human Services and request literature on provisions of Nutrition Labeling and Education Act (NLEA) of 1990.

Create a label that is in compliance with the NLEA of 1990.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Evaluation of the exercise of consumer rights and responsibilities leading to resolution of student consumer problems will be documented in writing in Better Business Bureau format.

Evaluation of student consumer problems and their resolution will be documented in writing in Better Business Bureau format.

The complimentary and complaint letters to consumer product company will be evaluated based upon the following: content, format, grammar, punctuation.

The student designed label will be judged for visual appeal, accuracy in legal requirements, clarity.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy and oral/written expression.

Duty B: Managing Resources

Task .10: Strengthen leadership skills

Performance Objective:

Condition: Human resources
Interests/aptitudes/abilities of individuals
Individual/family/community/global concerns and goals

Task: Strengthen leadership skills

Standard: Leadership skills are strengthened when self esteem is improved; speaking is clear, assertive and devoid of signs of stress; listening is accurate and reflective; and delegation results in completion of desired project(s).

Performance Steps:

Identify personal leadership strengths, weaknesses and goals.
Determine interests, aptitudes and abilities.
Develop a leadership plan to reach identified leadership goals.
Implement the plan.
Evaluate the plan.
Revise the plan based upon the evaluation.

Enabling Objectives:

Describe current leadership theories.
Identify characteristics of an effective leader.
Compare and contrast different types of leadership styles.
Interpret personal interests, abilities and aptitudes.
Evaluate personal leadership types, styles and skills.
Interpret information presented in oral, visual and written forms.
Demonstrate how to work cooperatively with peers and managers.
Demonstrate the ability to perform tasks and work independently.
Devise delegation plans.
Justify personal decision making and management ability.
Demonstrate public speaking skill.
Identify safety issues related to leadership.
Summarize how to work with others towards a common goal.
Illustrate community involvement.

Explain the costs/benefits of leadership.
Research careers with leadership focus.

HSPT: W-I R-II a-f R-III g
 R-IV a-d R-V R-VI
 (See Appendix A)

Activities:

Initial Activities:

Display photos of "leaders." Be sure to include both male and female leaders as well as some which may be controversial like Saddam Hussein, Joan of Arc, Martin Luther King Jr., Indira Ghandi, Hitler, etc.

Challenge Activity:

Have students plan and carry out a class/organization fund raising project.

Creative Activity:

Ask student(s) to

Generate a list of males and females they consider leaders. Follow-up activities can include a discussion of common characteristics of leaders included on list. Can any generalizations be made about education, gender, number of siblings, geographic location, etc.?

Create small group definitions for the word "leader."

List common and uncommon blocks to leadership. Discuss ways to break the barriers.

Select a school or community problem--prepare and carry out a debate (according to debate procedures) on the issues. Enlist the assistance of the debate club and moderator.

Prepare a 5 minute speech on a topic of their choice (work in small groups). Present the speech to the class. Go to the auditorium for a presentation of the speech on stage with a microphone or prepare a video of the speech.

Select a job they would like to apply for and prepare a resume. Each student should go through the interview process with someone in the school that they do not know (such as a teacher or guidance counselor). If possible, video tape these interviews

and critique them in small groups. Also if possible, set up real interviews with companies or organizations looking for student workers such as a fast food restaurant or bank.

Identify one national or global concern. Working in groups, develop and implement a plan for improvement in the world or translate to their personal situations (think globally, act locally.)

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Strengthening of leadership will be demonstrated through indication that self-esteem is strengthened; speech is clear, assertive and devoid of signs of stress; listening is accurate, reflective; and delegation results in completion of desired project(s).

Review speech (scale of 1-5) according to content, clarity, projection, eye contact, body language, assertiveness and signs of stress.

Teacher/peers/self will evaluate (check off sheet-unsatisfactory, satisfactory, incompleted) competency in delegation during class meeting and in implementation of the plan to improve national or global concern. Criteria will include evidence of ability to work cooperatively, focus the group, make decisions, manage effectively, speak comfortably to both small and large groups, organize, implement plans and follow through.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, depth of questioning, insight, mechanical accuracy, oral/written expression.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

W I. Write an Essay

W II. Revise/Edit the Written Text of Another Writer

- a. Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
- b. Correct nonstandard sentence structure.
- c. Complete unfinished sentences.
- d. Combine ideas into a well-constructed sentence.
- e. Select transition words to complete a logical progression of ideas in written text.
- f. Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

R I. Comprehending Narrative Text at Literal and Inferential Levels

- a. Characters
- b. Setting
- c. Plot
- d. Theme
- e. Vocabulary
- f. Literary Awareness

R II. Comprehending Informational Text at Literal and Inferential Levels

- a. Central Purpose
- b. Major Ideas
- c. Supporting Ideas
- d. Using Data Presented in Visual Form
- e. Vocabulary
- f. Research/Study Skills

R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

- a. Fact/Opinion
- b. Main Idea
- c. Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

**APPENDIX B
DUTY B
MANAGING RESOURCES**

Pamphlets

Building a Better Credit Record, 1991

Federal Trade Commission in association with
Associated Credit Bureaus, Inc.

FTC

6th & Pennsylvania Ave., NW

Washington, D.C. 20580

202-326-2222

Cambridge Home Economics

Writing Checks Right Skills Workbook

CCP0028W Workbook

CCP0028M Teacher's Manual

CCPO028CP Check Package

Money Management Institute

Household International

2700 Sanders Rd.

Prospect Heights, Illinois 60070

Consumer Digest

Consumer's Report

KEY

CHE: Cambridge Home Economics

LS: The Learning Seed

PLP: Projected Learning Programs

VIDEOTAPES

PLP Bonds
 #H3871121VH VHS

CHE Budgeting & Handling Money
 CDHEC502V

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Insight	<u>Buyer Be Aware: Avoiding Rip-Offs</u> #135VHS
CHE	<u>Consumer Reports - Cars</u> KA300V VHS
Meridian	<u>The Car Buying System</u> CCPOOO4V
CHE	<u>Checking Accounts & Working With Banks</u> CDHEC504V
CHE	<u>Checking & Savings</u> ES882V VHS
CHE	<u>Consumer Buying</u> ES8901
CHE	<u>Credit and Loan</u> ES881V
PLP	<u>Credit Cards: Living With Plastics</u> #H3691106VH VHS
Insight	<u>Dollars & Sense, 1991</u> #HH147
Glencoe	<u>Live Video: Budgeting</u> 0-02-675604-8
Glencoe	<u>Live Video: Credit</u> 0-02-675602-1
Insight	<u>Make Up Your Mind: Skillful Decisions</u> 1992 #HH50
Meridian	<u>Making the Right Move</u> (The Apartment Rental Game) CCPOOO5V
CHE	<u>Marketplace</u> MX1211V VHS

CHE Moneyworks
MAL100V

Insight Psycho-Sell
Advertising and Persuasion 1991
#HH123

CHE The Road to Wise Money Management:
Planning, Credit and Your First Paycheck
CCPOO20V VHS

CHE Sylvia Porter's Personal Finance: The Video
JJ100V VHS

LS Television and Human Behavior
#138VHS

Insight Writing Checks Right 1990
#HH02

CHE Your Money Series
MX1200SV VHS

SOFTWARE

Meridian Advertising: How It Affects You
AP411

PLP All About Interest
HO951193AP Apple
HO951193IB IBM

PLP Budgeting
HO401146AP Apple
HO401146IB IBM

PLP Consumer Fraud
HO951109AP Apple
HO951188 IB IBM

PLP Credit
HO951118AP Apple
HO951118IB IBM

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Meridian	<u>Credit: The First Step</u> AP312
LS	<u>The Crystal Ball</u> Apple II #86 Apple IBM & Compatible #86IBM
PLP	<u>How to Finance a Car</u> HO951111AP Apple HO951111IB IBM
LS	<u>How to Handle a Checking Account</u> Apple II - #13 Apple IBM & Compatible #13IBM
LS	<u>How to Read Ad Claims</u> Apple II #84Apple IBM #84IBM
CHE	<u>Insurance: Sorting It Out</u> MC3100A Apple Disk
PLP	<u>Laws for Consumers</u> HO951108AP Apple HO951108IB IBM
PLP	<u>Living with your Paycheck</u> HO491154AP Apple HO491154IB IBM
PLP	<u>Managing a Checking Account</u> HO401138AP Apple HO401138IB IBM
CHE	<u>Master Budget Calculator</u> WN300 A Apple WN300 I IBM
PLP	<u>Mathematical Life Skills</u> HO641107AP Apple

PLP	<u>Reading An Advertisement</u>
	HO951105 AP Apple
	HO9511051B IBM
PLP	<u>Timecards & Paychecks</u>
	HO401135AP Apple
	HO4011351B IBM
PLP	<u>Tips on Buying a Used Car</u>
	HO951102AP Apple
	HO9511021B IBM
PLP	<u>Understanding Labels</u>
	HO951111AP Apple
	HO9511111B IBM
PLP	<u>Understanding Contracts</u>
	H3031125AP Apple

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.

135 Broadway

NY, NY 10018

212-302-2150

Cambridge Home Economics

P.O. Box 2153, Dept HE10

Charleston, WV 25328-2153

800-468-4227

Coats and Clark Inc.

Dept. SIT-292

P.O. Box 24998

Greenville, SC 29616

Coats and Clark Inc.

Dept. E22

P.O. Box 27067

Greenville, SC 29616

Coats and Clark Inc.

Dept. E21

P.O. Box 27067

Greenville, SC 29616

Color Cues

P.O. Box 671291

Dallas, TX 75367-1291

Conselle, Institute of Image Management

P.O. Box 7052

University Station

Provo, UT 84602

801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

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**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

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Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

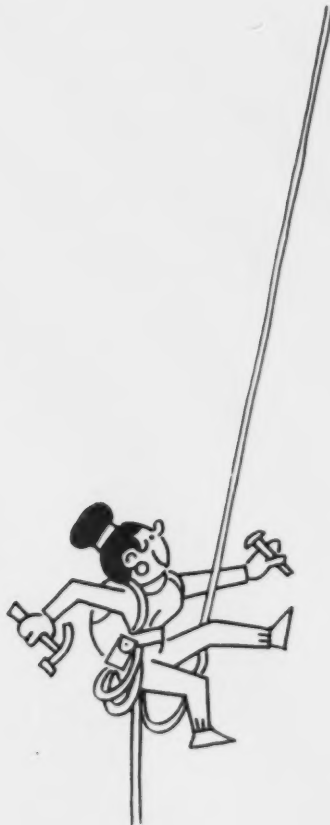
J. Weston Walch

Publisher

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

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Duty C: Maintaining Employment

Task .01: Select a career

Performance Objective:

Condition: Values, needs, goals
 Interests
 Aptitudes
 Abilities
 Education
 Need for income

Task: Select a career

Standard: A career is selected to meet financial, intellectual
 and social needs.

Performance Steps:

Determine personal needs, wants, goals and interests.
Research types of jobs/careers.
Relate interests, aptitudes and abilities to specific jobs/careers.
Identify the necessary education or training for various jobs/careers.
Conduct a cost/benefit analysis for viable career options.
Discuss options with professionals in selected careers.
Select a career.
Develop a plan to reach the goal.
Implement.
Evaluate.

Enabling Objectives:

Identify personal interests, aptitudes and abilities.
Research jobs/careers.
Determine different levels of training and education for jobs/careers.
Calculate the cost of training and the return on investment.
Conduct a cost/benefit analysis.
Draw conclusions.
Communicate in oral and written form.
Demonstrate decision making and management ability.
Explain the importance of career planning.

HSPT: W-I W-II a-f R-II e, f R-IV a, b, d M-I a
 M-III c M-IV a, c, d, e (See Appendix A)

Activities:

Initial Activities:

Ask students:

- "What are the careers you have considered pursuing?"
- "What qualities (hours, pay, prestige, education, benefits, etc.) are important in your selection of a career?"
- "What careers do your most admired males/females pursue?"
- "What is the most unusual career you know about?"

Challenge Activity:

Have students develop a Career Counseling Service that would determine job suitability based on individual interests, values and aptitudes and develop a Career-Profile Format that the service would use for the creation of a career file. The students would use both tools to research one home economics-related career and one other career in any area.

Creative Activities:

Ask student(s) to

Write an essay on "The Life I Would Like to Lead," describing their desired lifestyle.

Identify career characteristics and benefits that would yield their desired lifestyle. Research the types of occupations that would lead to achieving the desired lifestyle.

Search through the telephone book for careers related to a specified area of home economics. Create a list of these findings.

Research them in the Occupational Outlook Handbook.

Cut out appealing advertisements from the Help Wanted section of local and regional newspapers. Analyze choices in terms of similarities (skills, pay, education, prestige) and differences. Draw conclusions about aptitudes and potential careers.

Make an aptitude list, complete with their personal and professional strengths, interests and skills. In small groups, generate additions to each student's list of aptitudes. Continuing as a group, generate a choice of potential careers for each student which require the use of the aptitudes identified on the original lists.

- Complete a series of tests and worksheets on his/her personal likes/dislikes, aptitudes, values, data/people/things preference as well as career interests. Using the results, build a personal profile. Use the findings to determine if his/her desired career path fits the profile. If it doesn't, search for a career match.
- Research three potential careers in the Occupational Outlook Handbook. Select the most appealing one and follow up with an interview with a person in that field.
- Prepare questions for a class presentation by a counselor from a temporary services agency or the high school guidance department or by an employment agency "head hunter" to speak to students about career options, what employers look for in prospective employees, job skills that are in demand, wages and other areas of student interest.
- Write a summary of a class presentation by a caseworker or Family Development Program Counselor (self-sufficiency training counselor) from the County Board of Social Services (Welfare) to share case studies of challenges faced by multi-generational poverty families. Include strategies for escaping and/or avoiding the need for public assistance.
- Discuss the relationship between career choice and desired lifestyle, personal satisfaction, values, beliefs and goals.
- List obstacles which would prevent a person from obtaining a desired career. Generate strategies for overcoming/avoiding these pitfalls.
- Select a desired career. Calculate the costs of entering this field (include costs of education, clothing, tools, and other resources). Calculate the financial benefits obtained from this career. Compare calculations in a "cost-benefit" analysis.
- Generate a "web" of related and support careers for the career of their first choice. Share lists and discuss possible alternative careers, degree of teamwork needed for desired career, and other reactions/findings.
- Discuss the impact children, criminal record, moving, entering the service, marrying, drugs and/or other "life choices" would have on obtaining a specified career.
- Interview three people about their jobs/careers. Prepare open-ended questions prior to the interviews. Share findings with the class and compare/contrast job/career benefits and limitations.
- Investigate or have a guidance counselor describe credit/financial aid options for desired careers.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Each student selects a career to meet financial, intellectual and social needs. In an essay, portfolio, or other type of presentation, each student presents a career choice and explains why it fits his/her needs.

- Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty C: Maintaining Employment

Task .02: Market yourself for employment

Performance Objective:

Condition: Interests
 Aptitudes
 Abilities
 Personal resources
 Education
 Experience

Task: Market yourself for employment

Standard: The individual markets self to obtain desired employment, increase resources and build employment skills/history.

Performance Steps:

Identify interests/aptitudes/abilities related to desired employment.
Apply personal strengths to job requirements.
Determine an appropriate wardrobe for a job interview.
Complete a job application.
Carry out an interview.
Write letters related to a job search.
Follow-up on a personal contact.

Enabling Objectives:

Describe job characteristics.
Analyze personal employability skills.
Describe the parts of a resume.
Evaluate appropriate attire(s) for employment.
Communicate in oral and written form.
Demonstrate decision making and management ability.
Complete a job application.
Describe "Do's" and "Don'ts" of job interviews.

HSPT: W-I W-II a-f R-III a, b, f, g R-IV a, b, d
 M-I a, f M-IV a-c (See Appendix A)

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Activities:

Initial Activities:

Ask students: "What are you interested in knowing about 'marketing yourself' for employment?"

"What are employers looking for when they hire workers?"

"What resources (time, talent, etc.) do you have to offer employers?"

"What resources do you lack that are desirable to employers?"

"How can you acquire resources you need, but don't have, for a job?"

"Do you think that being a woman or a member of an identifiable ethnic group affects an individual's ability to get a job? Why or why not?"

Challenge Activity:

Create a "package" that sells yourself as a potential employee.

Include a resume, wardrobe (from catalogues, description or other means), references, letter of application, follow-up letter and reference page.

Creative Activities:

Ask student(s) to

Select a job from the Help Wanted section. Generate a list of the experiences, characteristics and skills already possessed to obtain the job. Generate a second list of desired characteristics, skills and experiences. Generate options for obtaining these.

Write statements describing attitudes, physical appearances and experiences (clubs, volunteer work, course selections, etc.) that would make a positive impression on potential employers.

Repeat the previous activity, creating statements describing attitudes, appearances and experiences which would make a negative impression on a prospective employer. Draw conclusions in essay or other form.

Investigate the reaction of a "Human Resource" person to the above activities, including a class presentation if possible.

Obtain employment applications from local employers. Compare them for similarities. Select one of the applications for duplication. Complete the applications. Discuss "clues" on the application which would be positive or negative indicators to a potential employee.

- Utilize mass media, cartoons and/or pictures from magazines to draw conclusions about desirable/undesirable employee characteristics. Present findings creatively.
- Create a "do's and don'ts" contrast focusing on one aspect of the job interview (for example, attire, resumes/applications, attitudes, etc.). Use posters, videos or any chosen media form.
- Role play job interviews using questions generated by students and using school administrators as potential employers. Require proper dress, applications and resumes for the interview. Follow-up with self and peer evaluations.
- Identify a guest speaker/personnel representative who could discuss "proper business attire." Listen to a speaker make a class presentation. Summarize either in writing or orally.
- Create a card to carry in a wallet that has the pertinent information needed for filling out applications (social security number; name, address, telephone number of the school graduated from; former employer, dates, supervisor's name; references). Check the spelling.
- Write a "job wanted" personal/professional advertisement. Describe possible avenues of circulation. Calculate distribution costs. Share advertisements and revise based on feedback and insights.
- Circulate examples of different styles of resumes, all of which are appropriate, but some of which are more desirable than others for certain types of jobs. Discuss differences. Create a resume for current/future career opportunities.
- Analyze/critique a sample resume and letter of application for completeness, spelling, format, etc. State whether you would hire the person and why/why not.
- Investigate the Equal Employment Opportunity Act. Discuss its implications in terms of interview questions and hiring practices.
- Investigate services available to assist unemployed persons find jobs.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Students market themselves for employment in creative, ethical ways to secure desired employment and increase resources.

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Marketing package should include resume and job application, written plan, pictorial representation or demonstration of proper attire, recommendations, transcripts of academic or extra-curricular achievement, and any other supporting documentation.

Select different occupations and prepare summaries of appropriate attire for each. Discuss the relationship between proper attire and the job.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty C: Maintaining Employment

Task .03: Fulfill job responsibilities

Performance Objective:

Condition: Specified employment
 Job description
 Job expectations
 Work environment

Task: Fulfill job responsibilities

Standard: Job responsibilities are fulfilled to meet or exceed
 performance-review criteria.

Performance Steps:

Familiarize yourself with a job description and expectations.
Discuss policies, rules and regulations of the job.
Develop a management plan for the fulfillment of job responsibilities.
Implement the plan.
Evaluate.

Enabling Objectives:

Define terms related to work such as sexual harassment, equal
 opportunity, gender and ethnic equity.
Explain how employers/employees can communicate clearly.
Summarize how to work cooperatively with fellow workers,
 supervisors and management.
Compare/contrast professional/unprofessional attitudes/behaviors.
Identify safety hazards.
Describe the procedures for the safe use of all equipment.
Relate emergency first aid procedures.
Communicate clearly in oral and written forms with co-workers and
 employers.
Analyze job policies and expectations.
Demonstrate concern for time and energy, efficiency, productivity
 and quality of work.

HSPT: W-I W-II a-f R-IV a, b, d M-I a M-IV a, c
 (See Appendix A)

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 C-9

Activities:

Initial Activities:

Ask students: "Once you get a job, how do you keep it?"

"What skills/attitudes do you possess that will help you maintain employment?"

"Why would a person want to maintain employment?"

Share strategies for maintaining employment.

Challenge Activity:

Evaluate performance-review forms from various employers collected by teacher or students (via parents, relatives, friends, solicitation). Analyze them for similarities, differences and insights. Create a performance-review form for a hypothetical company or career or revise/update/improve an existing form.

Creative Activities:

Ask student(s) to

Obtain descriptions of jobs held by students, friends and/or family members. Interview the employees about how they became familiar with and learned their job responsibilities, what additional responsibilities are expected, what attitudes and/or training have been requested or implied for maintaining employment, how they keep their job, etc.

Interview supervisors with "maintaining employment" questions generated by students. Include questions on how they evaluate employee performance, how they train their employees, etc.

Interview retired employees and/or employed peers about how they maintained their employment using questions generated by the class prior to interviews. As a class, review findings and draw conclusions.

List 10 things students like about their jobs (or potential/desired jobs). Review and write a brief statement about how the jobs suit their needs. List 5-10 things they dislike about their jobs; brainstorm ways to improve satisfactions or problem solve with these dissatisfactions.

Relate how each level of Maslow's pyramid of needs is/is not met through employment demands and opportunities. Generate ideas to fulfill unmet needs.

Collect case studies of employee challenges/problems from friends, family members and personal experiences. Resolve these

challenges as a class or in small groups using the challenge wheel or other problem-solving methods.

Identify what incentives motivate employees to do a good job at work. Classify incentives in terms of internal or external motivational forces. Discuss the differences between the two types and their relationships to maintaining employment.

Describe characteristics of an ideal employer and/or supervisor through a collage, essay, cartoon, or other creative form of expression. Discuss options of dealing with/adapting to supervisors when they fall short of ideal.

Repeat the previous activity focusing on co-workers.

Discuss work responsibilities in relationship to stress. Review stress management concepts and techniques. Develop case studies of job-related stress in groups; exchange case studies and develop coping strategies.

Select a values-clarification activity from the "maintaining personal identity" section of this curriculum. Relate how specific values positively or negatively influence employee attitudes and behaviors.

Generate lists of characteristics of a good "team" member in each of the following situations: home, work, athletic team, school project or activity. Compare and contrast common characteristics.

Establish a Workers' Code of Ethics. Discuss how the code of ethics may vary among careers.

Advanced students may conduct research from various disciplines/perspectives such as the Social Workers' Code of Ethics, codes found in religious doctrines (the Bible, Torah, Koran, etc.) or other sources. Compare research results with the code established by the class. Modify if desired.

Identify safety practices and potential safety hazards in the work environment. Generate solutions to alleviate potential safety hazards.

Discuss methods people use to advance their careers. Analyze these methods using the Workers' Code of Ethics developed by the class. Discuss strategies for dealing with employees/coworkers who use unethical methods.

Identify professionals who promote gender and ethnic equity and who work to resolve problems caused by sexual harassment. Schedule a class presentation on the scope of these problems and on resources available.

Investigate regulations governing unemployment compensation. Discuss when a worker might need unemployment, the

advantages and disadvantages of the system and the impact on a worker's self-esteem.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Document ways that job responsibilities were (or could be) fulfilled at (or above) the level established by performance-review criteria. Documentation should include an analysis of motivation, team work, safety procedures, communication, efficiency, quality of output as well as degree of personal/professional satisfaction.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

balancing your schedule now?"
"What do you think the easiest/hardest thing will be in five years? In ten years?"
"How would your responsibilities change if you had a new job? A new baby? A new boy/girlfriend? A new marriage?"

Challenge Activity:

Make a time-usage survey/chart. Complete for self as well as for an employed person in another stage of the lifecycle. Compare findings as a class, noting changes and variations in schedules. Draw conclusions.

OR

Create a board game challenging players to balance work and family responsibilities. Incorporate elements of time, responsibilities, unforeseen crisis and stress management (i.e. exercise).

Creative Activities:

Ask student(s) to

Interview adults and peers (include people of various ages and socio-economic levels in different stages of the lifecycle) to find out how they balance work and family responsibilities. Develop the questions as a class prior to the interviews.

Identify new parents or other persons facing a transition (employment, housing, etc.). Select a person to give a class presentation on the change in family responsibilities and how to coordinate new responsibilities with the responsibilities she/he had prior to the change.

Make a schedule of a typical weekday and weekend day. Analyze the schedule for time priorities, efficiency, inefficiency, and satisfaction. Share findings.

Look at the three areas of responsibility that consume the largest part of their time and resources each day. Brainstorm options for improving the efficiency and/or satisfaction of these responsibilities. Modify their schedules as desired.

Analyze the degree to which stereotyping occurs in daily roles through observation of media, home life and work environments. Determine the causes and effects of

stereotyping, and options in managing those roles.

Analyze the benefits of stress-management programs in the work place after a class presentation by an employee who has access to such a program.

Investigate cooperative programs in the work force (car pooling, job sharing, child care, exercise programs). Why did they originate? What are the problems in maintaining them? How effective are they?

Brainstorm options in nurturing the emotional well-being of family members (ways to care for and support them). Carry out one new technique to achieve that goal. Share findings in an essay, journal or oral presentation.

Decide, ideally, what responsibilities they want other members of their family to perform for them (and their homes)? Contrast this with the reality of their current situations.

Review stress management concepts and apply them to stressful situations which arise as a result of balancing work and family life.

Generate one class list of environmental challenges like drug dealers, undesirable neighbors, unmaintained buildings or lots, traffic, etc. that make balancing work and family life more difficult. Discuss strategies for overcoming these challenges.

Criterion-Referenced Measures-Evaluation

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Document the strategies used to balance home and work responsibilities as well as minimize stress. Documentation can include an analysis of motivation, communication, team work, degree of commitment, satisfaction as well as roles, routines, relationships and resources.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

W I. Write an Essay

W II. Revise/Edit the Written Text of Another Writer

- a. Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
- b. Correct nonstandard sentence structure.
- c. Complete unfinished sentences.
- d. Combine ideas into a well-constructed sentence.
- e. Select transition words to complete a logical progression of ideas in written text.
- f. Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

R I. Comprehending Narrative Text at Literal and Inferential Levels

- a. Characters
- b. Setting
- c. Plot
- d. Theme
- e. Vocabulary
- f. Literary Awareness

R II. Comprehending Informational Text at Literal and Inferential Levels

- a. Central Purpose
- b. Major Ideas
- c. Supporting Ideas
- d. Using Data Presented in Visual Form
- e. Vocabulary
- f. Research/Study Skills

R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

- a. Fact/Opinion
- b. Main Idea
- c. Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

**APPENDIX B: RESOURCES
DUTY C
MAINTAINING EMPLOYMENT**

BOOKS

Bingham, Mindy and Stryker, Sandy. More Choices: A Strategic Planning Guide for Mixing Career and Family. Santa Barbara, California: Advocacy Press, 1987.

Gale, Barry and Linda. Discover What You're Best At. New York: Simon and Schuster, 1982.

Greenleaf, Thomas Kaye. Help: A Handbook For Working Mothers. New York: Thomas Y. Crowell Publishers, 1978.

Lowstuter, Cyde C. and Robertson, David P. In Search of the Perfect Job. New York: McGraw-Hill, 1992.

Parker, Yana. The Damn Good Resume Guide. Berkeley, California: 10 Speed Press, 1989.

Yate, John Martin. Resumes That Knock 'Em Dead. Bob Holbrook, Mass: Adams Inc., 1988.

KEY

CHE: Cambridge Home Economics
LS: The Learning Seed

VIDEOTAPES

Glencoe: Budgeting
0-02-675604-8

Glencoe: Business Ownership
0-02-675603-X

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- Glencoe: Career Awareness
0-02-675639-0
- CHE: The Case for Home Economics: Why It's Important
CCPOO34V VHS
- Glencoe: Communication Skills
0-02-675634-X
- Glencoe: Computation Skills
0-02-675633-1
- Glencoe: Coping Skills
0-02-675635-8
- CHE: Decisions, Decisions
What's A Teen To Do
CCPOO23V VHS
- Glencoe: Freedom to Choose
0-02-675636-6
- CHE: Goals with Zig Ziglar
NGC 565V VHS
- LS: Make Up Your Mind: Skillful Decisions
148VHS
- Glencoe: Self-Awareness
0-02-675639-0
- Sunburst: Setting Goals
No. 2353-MJ Video
- Sunburst: The Tough Decisions: How to Make Them
No. 2249 MJ Video

CHE: Values
CV230V VHS

Glencoe: Young Entrepreneurs
0-02-675638-2

SOFTWARE

CHE: Be a Winner: Set Your Goals
MC2300A Apple
MC2300I IBM
Management

LS: Mission Improbable
#125 Apple

CHE: Values Clarification Series
CZ300A Apple

FILMSTRIPS

Glencoe: Careers Helping Children
0-02-643-920-4

Glencoe: Careers in Clothing and Textiles
0-02-643950-6

Glencoe: Careers in Foods and Nutrition
0-02-643940-9

Glencoe: Careers in Housing
0-02-643960-3

Glencoe: Careers in Management and Consumer Relations
0-02-643930-1

Glencoe: Careers That Help with Relationships
0-02-643910-7

Glencoe: Setting Goals and Planning Ahead
0-02-636200-7

Glencoe: Needs and Wants: Choices in Decision-Making
0-02-636210-4

Glencoe: Careers in Management and Consumer Relations
0-02-643930-1

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.
135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics
P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.
Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.
Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.
Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues
P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management
P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

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**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

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Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

J. Weston Walch

Publisher

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

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Duty D: **Strengthening Families and Other Relationships**

Task .01: Initiate a relationship

Performance Objective:

Condition: Actual life situation with a stranger

Task: Initiate a relationship

Standard: Accurate self-image and concept is to be conveyed in a relationship that is healthy (open with honest communication, high esteem on both sides, bonding, congruent roles and routines).

Performance Steps:

Observe and listen to another individual.
Introduce self to another individual.
Exchange non-personal and personal information.
Assess the viability of a potential relationship.

Enabling Objectives:

Listen to others.
Describe patterns of communication.
Establish rapport with another individual.
Calculate costs.
Communicate in oral and written form.
Analyze mate selection theories.
Distinguish among various types of relationships.
Describe careers in dating services and helping professions.
Evaluate threats to personal safety that may occur while attempting to initiate a relationship.

HSPT: W-I W-II a, b, d, e, f R-III a-c R-IV a, b, d
 M-I b, e, f

(See Appendix A)

Activities:

Initial Activities:

Display the "Personals" advertisements from a local newspaper.
Ask "How do you initiate conversations/'break the ice' with unknown individuals?"

Challenge Activities:

In small groups, create a video 3-4 minutes long on each student for a friend, college admissions counselor, prospective employer or dating service that includes interests, strengths and goals; a description of a desired companion; and include a fifth element chosen by the group. As a group, choose clothing, setting and props to convey the student's image.

Creative Activities:

Ask student(s) to

Compare mate-selection theories. Design a model/theory of partner selection as a class.

List characteristics and values which make another person a friend. Determine which of these are present in themselves and which need to be developed.

Describe topics of conversation and ice breakers. Role play initiating relationships in personal, business, school or other settings.

Explore differences between friendships and dating relationships. Identify concerns about building and maintaining relationships.

As a class, discuss strategies for coping with these concerns.

Use the "Personals" section of a local newspaper or other media to select a potential dating partner. Explain their choices.

Write a "Personals" advertisement for a classmate or for themselves. Collect and match students with their ads. Discuss reactions as a class.

Explore careers in the helping professions, especially those which focus on initiating and nurturing relationships.

Show a video on date rape and violence in relationships.

Discuss reactions and highlight strategies for handling these situations. Identify local agencies where students can turn for help when violence occurs in relationships.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Evaluate an essay describing a time when the student did not initiate a relationship as smoothly/soundly/competently as he/she would have liked to. Have the student analyze what went wrong and how he/she could improve personal approach/skills for the next time. Require that essays include emotional reactions, analysis of self-esteem and strategies and theories of communication.

Evaluate creative activities in terms of how well guidelines were followed, insight shown, feelings expressed, depth of exploration and accuracy of computations.

Activities:

Initial Activities:

Display books on communication. Have students select the one which most/least appeals to them.

Read a "Dear Abby" letter about communicating. Discuss possible responses.

Ask students: "Who do you consider to be a good listener? Why?"

Challenge Activity:

Design visual materials and publicity for a workshop on communication such as "How to Fight Fairly," "Assertiveness Training," "How to Talk to the Opposite Sex," "How to Relate to Parents," etc. Material should be appropriate for a specified age group. Carry out the workshop, if time permits.

Creative Activities:

Ask student(s) to

Keep a log throughout this unit on the dynamics of interaction in their families including self-esteem and communication. Name and underline theories that arise and apply them to their families.

Observe pictures which can be perceived in several ways.

Watch a video with the sound off. Discuss the role of differing perceptions in communication.

Hold a conversation while in different body positions, such as back-to-back, with 1/4" between faces, from opposite ends of the room, with one person who cannot speak, with one person sitting on the floor while another stands on a chair. Discuss the results.

Describe situations like date rape where personal safety is threatened. Create assertive responses to these situations.

Watch a videotape with the sound off, then record their observations on the left half of the paper and their interpretations of these observations on the right side. Draw conclusions about nonverbal communication and compose essays. Swap essays and check for content, organization, stylistic and mechanical errors.

Watch videos and explore healthy communication styles.

Apply Parent Effectiveness Training, "I statements," assertiveness theories, fair fighting and other theories of

congruent (open) communication to the students' own lives as well as to case studies.

Describe the components of interdependence and independence in family and/or other relationships. Discuss obtaining a healthy balance between these states.

Discuss the positive and negative aspects of student relationships with peers, siblings, parents and other adults.

Describe concerns about family and other relationships. Generate best/worst scenarios or outcomes in dealing with these concerns. Identify the skills and resources which lead to the best outcomes.

Describe the changes in communication, expectations, roles, routine and relationships that students have experienced over the past three years. Discuss how they coped and adapted to these changes. Draw conclusions as a class.

Research careers in the helping professions.

Criterion-Related Measures-Evaluation

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Competency of communications with others will be demonstrated through the log assigned in creative activities. Evaluate logs for insight, depth of exploration, clarity of expression, feelings conveyed and adherence to guidelines.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: Strengthening Families and Other Relationships

Task .03: Resolve conflicts

Performance Objective:

Condition: A real life situation involving conflicting attitudes, values and/or beliefs
Personalities in an interpersonal relationship

Task: Resolve conflicts

Standard: Resolution of conflict is fair and healthy, leaving the relationship as strong or stronger than it began, involving a minimal of residuals (unresolved segments of conflict), and relieving personal stress/discomfort.

Performance Steps:

Listen to another individual with varying viewpoint.
Analyze situation for nonverbal messages, noise, context and other variables influencing communication.
Analyze the motivation (need, goal, etc.) of the person with opposing viewpoint.
Assertively convey personal viewpoint.
Seek mutual understanding.
Achieve compromise.
Evaluate conflict resolution.

Enabling Objectives:

Actively listen to another person.
Determine feelings behind communicated messages.
Analyze the differences among assertive, passive and aggressive forms of communication.
Describe rules of fair fighting.
Respond to an upset person.
Research information.
Describe careers in the helping professions.
Debate issues with opposing viewpoints.

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D-7

Evaluate relationship between conflict resolution and emotional health/safety.

HSPT: W-I R-III a-c, f, g R-IV a, b, d
(See Appendix A)

Activities:

Initial Activities:

Stage a fight (between two students, student and teacher, janitor and teacher, etc.).

Show a two-minute segment of People's Court or other video/TV showing conflict.

Ask students "When was the last time you had a disagreement with another person? How did you feel about the process and the outcome of the conflict resolution?"

Ask students "In a conflict situation, are you a retreator, a fighter, or a peacemaker?"

Challenge Activity:

Prepare a mock trial for conflict resolution. Each student will select a current conflict (curfew, type of friends, nagging, cleanliness, drugs, dress, etc.) and a classmate to role play as the adversary. Students will role play lawyers who question witnesses for conflict clarification based on fair fighting rules. Jury and judge (other classmates) will decide if outcomes were positive.

OR

Select three to five rules of fair fighting. Create, role play, and videotape a program to educate parents, peers about these rules.

Creative Activities:

Ask student(s) to

Watch a video on fair fighting and discuss it.

Develop criteria for effective fighting. Compare with rules developed by prominent professionals in the field of conflict resolution.

Contrast ways of fighting in healthy versus destructive relationships. Compare these methods with classic fair fighting rules.

Identify personal conflicts which occurred in the past month

and apply fair fighting principles. Determine the degree to which physical or emotional safety was threatened, injured, preserved or enhanced.

Role play conflicts (identified by students) that arise in peer, family and work relationships. Recognize good techniques and generate alternative strategies if techniques used are unsatisfactory.

Gather articles/information on personal conflict resolution from teen magazines and magazines geared to other populations (working women, "mature" adults) or newspapers (letters to the editors, Dear Abby, etc.). Compile them in a class resource file, scrapbook or other organized fashion. As a class, draw conclusions about conflict resolution.

Write an article, essay, poem, story or other format expressing their understanding or opinion about fair fighting.

Write a poem, essay or song about conflict and its fair resolution in relationships.

Write a children's book, poem, essay or song on fighting. Include the episode, feelings, and a few guidelines for conflict resolution. Illustrate the book, bind it and give credits.

Collect current events on conflict: select one newspaper article or song which has an environmental, social, political, economic or other conflict in which groups of people are affected. Propose and role play resolutions: (1) aggressively, (2) assertively, (3) passively.

Watch a television show and analyze a fight, using the rules of fair fighting as criteria. Summarize findings and project how the program would have been different had the characters' fighting techniques been different.

Hold a career forum comprised of helping professionals.

Criterion-Related Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Evaluate writings and role playing in terms of creativity, accuracy in theory, insight, adherence to guidelines. Students should clearly demonstrate the ability to achieve fair and healthy resolution of conflicts which leave a relationship strong with a minimum of stress and discomfort.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Task .04: Cope with stress and crisis

<u>Condition:</u>	Relationship
Stressful situation	
Management skills	
Specified resources	

Standard: Tension and dissatisfaction are relieved.
A situation is resolved with minimum residuals.
Family resources are strengthened.

- Assess a stressful situation.
- Define strengths and resources for coping and adapting.
- Explore options for dealing with a situation.
- Design a plan to alleviate the situation.
- Implement the plan.
- Evaluate the outcomes and the process.

- Identify stress-management strategies.
- Define burn-out.
- Describe signs of stress in children.
- Evaluate the potential for stress.
- Analyze stress-producing events.
- Identify, create and transfer resources.
- Communicate in oral and written form.
- Compare sources of help for people with severe stress and crises.
- Research information.

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D-11

Activities:

Initial Activities:

- Ask students "What is stress? Is stress bad?"
- Ask students "What situations do you find stressful? What do you do in those situations?"
- Ask: "How do you know when your parent(s) feel stress?" "What would you like to know about stress?"
- Ask: "At what age do we begin to develop the ability to cope and adapt to stress/crisis?"

Challenge Activity:

- Create a time line of ten significant changes (which are therefore considered stress-producing events) in the students' lives from birth to present. Be sure to include dates and human/other resources which facilitated the resolution of those stressors. Predict 1 or 2 stressors which may occur in the next 0 to 5 years and resources/skills which could help resolve them.

Creative Activities:

- Ask student(s) to
 - Research fundamentals of management using the corresponding section of this curriculum.
 - Investigate the relationship among exercise, stress and overall well-being. Create an exercise plan for any selected individual appropriate to his/her age, physical limitations/abilities, time schedule, etc.. Ask the physical education teacher, local physical fitness professional, or interested knowledgeable volunteer to help develop/evaluate the plan.
 - Analyze their diets. Compare choices to the Recommended Dietary Allowances and the Food Guide Pyramid.
Make changes to improve nutritional health.
 - List 10 stressors in their lives. Analyze the stressors in terms of priority, degree of flexibility, control over them and length of time they have produced stress in their lives. Brainstorm strategies for dealing with stress. Create an overall plan for reducing stress in their lives.
 - Write an essay about the last time he/she felt extremely stressed. Analyze the situation in terms of the stressor, the resources to handle the situation, the way it was handled, the way it could have been handled better as well as the outcome.

- Complete a Personality-Type Inventory (A or B), or other stress test. Calculate scores and determine classifications and/or stress levels. Split into groups of A (high stress) and B (low stress) classifications and discuss how they feel about their placement. Brainstorm strategies for dealing with stress and crisis.
- Discuss coping mechanisms. Select the one they use most often. Explain their choice on an index card and create a case study to reflect that coping mechanism. Collect cards and discuss as a group.
- Discuss physical signs of stress and crisis in children. Obtain children's books on this topic and rate them based on criteria established by the class. Create a written article, flyer, pamphlet, etc. with findings and disseminate it in local pre-schools.
- Identify a speaker from a local crisis-intervention unit. Investigate the demand for services, outreach, services provided, techniques, goals, staffing and staff training. Discuss other local government and private agencies servicing families in crisis.
- Identify resources such as videos/guest speakers/teen publications. Utilize the resources to investigate the topic of teen suicide. Present findings creatively.
- Create a bulletin board on a topic related to stress and crisis in teenagers. Include at least one method of coping as well as a hotline for help.
- Investigate careers in the helping professions.
- Write three multiple-choice questions on stress/crisis on index cards. Use them to form a review, Jeopardy Game, quiz or other summary/feedback activity.

Criterion-Related Measures-Evaluation

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Write an essay describing a stressful or crisis situation which the student recently experienced. Include the techniques used to resolve the situation, residuals, and any changes in family resources.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: Strengthening Families and Other Relationships

Task .05: Perform roles and responsibilities

Performance Objective:

Condition: Family situation
 Unique constraints (single parent, handicap, etc.)
 Management plan

Task: Perform roles and responsibilities

Standard: Roles and responsibilities are performed to meet
 the wants, needs and goals of a family and are
 achieved in an organized manner.

Performance Steps:

Identify wants, needs and goals of a family.
Determine necessary roles and responsibilities.
Explore options in delegation and management of this plan.
Carry out the best option.
Evaluate.

Enabling Objectives:

Define wants, needs, goals, roles and responsibilities.
Describe the process of scheduling.
Create a schedule.
Modify roles and responsibilities of family members.
Analyze information and identify resources.
Calculate the costs of consumer goods and services.
Identify the steps needed to methodically or creatively
 solve a challenge or problem.
Synthesize information to solve a problem.
Predict the outcomes of a chosen solution.
Describe careers in child care, cleaning services, home
 repairs, and others related to family roles/responsibilities.
Evaluate home safety hazards that are alleviated when
 members carry out their roles and responsibilities.

HSPT: M-IV b, c, f M-II a-c
 M-II a-c, f R-IV a, b, d (See Appendix A)

Activities:

Initial Activities:

- Have students list their favorite/least favorite family responsibility. Create a transparency and share a cartoon depicting family roles/responsibilities.
- Ask students: "What are your three main responsibilities (chores) in your family?"

Challenge Activity:

- Perform the roles/responsibilities of a family by entering into a simulated marriage. Investigate living arrangements and costs, food bills, household budgets, job opportunities, insurance, transportation. Modify plans, roles and responsibilities based on teacher distributed "chance cards" (indicating life cycle events such as pregnancy, accidents, job loss, etc.). Document decisions in a portfolio.

Creative Activities:

Ask student(s) to

- Identify the roles and responsibilities of each family member in his/her household. Determine "fair shares," and plan role swaps. Generate creative ways to streamline household tasks.
- Make a list of current roles and responsibilities. Make changes on this list which would occur if he/she (or a family member) had a baby, got married, left the family, got/lost a job, became handicapped. How would these changes affect goals and plans for the future?
- Identify at least one role or responsibility they have because of the area where they live. Predict how roles and responsibilities would change (if at all) if they moved to a different kind of community.
- Select a character (from TV shows, newspaper comics, or other media forms) to study and determine the roles and responsibilities of that family member. Discuss the realism of the portrayal.
- Create comic strips or commercials depicting roles and responsibilities in a family.
- Discuss the costs and benefits of nontraditional family lifestyles (such as polygamy and communes) and semi-traditional families (extended families, etc.) in terms of roles and responsibilities.

Discuss how their roles and responsibilities influence home safety. Compare findings.

Describe safety hazards inherent in performing their roles and responsibilities. Compare findings.

Investigate careers related to the roles and responsibilities of family members. These can include, but should not be limited to a nanny, cleaning service and home-repair person.

Create a pie-chart or other graphic representation of how time is allocated in fulfilling their roles and responsibilities. Modify charts/graphics based on his/her personal definition of ideal time allocations. Generate strategies for bringing current allocations closer to the ideal. Summarize and present findings to the class.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Write an essay about how roles and responsibilities are performed. Include a description of the wants, needs and goals which are met.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: Strengthening Families and Other Relationships

Task .06: Convey accurate sexual information

Performance Objective:

- Condition: Various sources for information about sex
Evidence of the consequences of sexual behavior
- Task: Convey accurate sexual information
- Standard: An appropriate moral and ethical standard is observed, due to rational and accurate information that enables rational decisions.

Performance Steps:

- Locate sources of information about sex.
- Establish criteria to evaluate sources.
- Clarify questions about sex, sexual behavior, and consequences.
- Answer questions about sexuality and sexual behavior.
- Determine expert opinions.
- Choose and implement strategies.
- Evaluate.

Enabling Objectives:

- Design a survey.
- Survey teens concerning their sources of information/any questions they have.
- Evaluate community information resources on sex/consequences.
- Describe sexually transmitted diseases (symptoms, consequences, transmission, protection).
- Analyze common myths and misunderstandings about sexuality.
- Develop interviewing skills.
- Apply communication techniques to providing information to teens.
- Communicate in oral/written form.
- Describe careers in the helping professions, specifically those related to sex education and counseling.
- Analyze effects of sexual assault/abuse on victims and their subsequent interpersonal relations.

HSPT:	R-II a-f	R-III a-g	R-IV a-d	W-I, II a-f
	M-I a-f	M-III b, c	M-IV a-c, f	M-V a, b
	(See Appendix A)			

Activities:

Initial Activities:

Display Ann Landers, Dr. Joyce Brothers, and/or Dr. Ruth Westheimer's advice to the lovelorn articles and columns.

Ask "How do most teens learn about sex and sexuality?"

"What songs can you think of that have to do with sex and sexuality?"

Challenge Activity:

Write a column or create a comic strip conveying advice to teens about sex, sexuality and intimate relationships. Create a title and characters. Address various issues related to sexuality. Columns/comic strips should provide accurate information and depict sexual behavior that is appropriate to personal development/ethical standards.

Creative Activities:

Ask student(s) to

Identify sources of information about sex that are used by five teenagers they know. Evaluate the sources in terms of accuracy and reliability.

Choose a given source of information and debate: "I trust (one source of information) more than (another source of information) because _____."

Maintain a question box: "Questions I would like to ask my parent, friend or 'someone who knows'." Research the answers.

Convene a group in which unrelated parents and teens are brought together. Have them write anonymous questions on index cards. Collect and discuss the cards.

Write down hypothetical or actual questions his/her sister/brother/friends would ask about sex. Find community resources and/or reading sources to answer the questions. Hold a discussion: "How would you answer the question? How might your parent(s) answer this question? How might other teens answer it?"

Select previously submitted questions each week, review answers and print them in a flyer, newspaper or other media. Be sure

- to evaluate accuracy of information and compare student-written responses with answers from identified resources.
- Write narratives that explore the possibilities of being exposed to AIDS or other communicable disease from a "first time-one nighter." Create scenarios with different numbers of sexual encounters. Include the previous experiences of each partner.
- Identify a Planned Parenthood person; a trained, experienced counselor/administrator who works with children who are victims of incest; a social worker from a local home for pregnant teens; an adoption agency representative; a religious leader who is comfortable discussing sex and sexuality; and/or other related professionals who can speak to the class about their organization's philosophy, services and advocacy in the area of sex and sexuality. Request that they also do a segment on career opportunities and training needed in the field.
- Critique three films, books or videos on sex and sexuality using criteria established by the students.
- Investigate the businesses and organizations that deal with sex information, products, and/or counseling in terms of the financial aspects of the "industries".
- Review sexual violence in families and other relationships, through lecture, discussion, video and/or trained professionals. Include support group and therapy information.

Criterion-Referenced Measures-Evaluation:

- Competency in execution of the challenge activity and other problem solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.
- Have students create a pamphlet for other teens using a question/answer or other format. Evaluate pamphlets for accuracy, appropriate moral/ethical standards and rationality.
- Obtain information on sex and sexuality from any source (Planned Parenthood, Bible/Koran/Torah, friends, local clinic, or any other source). Evaluate the collected information for accuracy, value, depth, lifestyle implications and three other criteria generated by the student. Evaluate students' work based on strategy, insight, depth of exploration, creativity, presentation of findings and adherence to guidelines.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: Strengthening Families and Other Relationships

Task .07: Express sexuality in a responsible manner

Performance Objective:

Condition: Understanding of personal, ethical, moral,
 social and physical standards as well
 as expectations of social/family network
 Findings of research on adolescent sexuality
 Knowledge of sexually transmitted diseases

Task: Express sexuality in a responsible manner

Standard: Expression of sexuality is appropriate to personal
 development/standards and likely to enhance
 social/family relationships.

Performance Steps:

Assess personal sexuality and corresponding sexual behavior.
Determine the parts of an identity that are satisfactory or need
enhancing.
Generate options for positive growth/change.
Identify sources of help in acting according to one's own
needs/standards.
Find information from numerous sources (people/literature/media).
Plan strategies for a commitment to responsible sexuality/behavior.
Implement the strategies.
Evaluate the degree of success.

Enabling Objectives:

Identify standards for ethical and moral behavior.
Describe rules for moral behavior learned from parent(s) or other
role models.
Analyze implications or guidelines for sexual behavior taught
by media, other teens, etc..
Describe various religious doctrines relative to sexual behavior.
State the principles of assertiveness.
Evaluate sources of support if pressured to go against own values.

Analyze instances of exploitation/abuse/other harmful practices.
 Analyze differences in loving/recreational/abusive sexual behavior.
 Evaluate sources of information for accuracy and validity.
 Describe careers in the helping professions including those related to sex education and counseling.
 Analyze effects of sexual abuse/assault on individuals and their subsequent interpersonal relations.

HSPT: W-I W-II a, b, d, f R-III a-f
 R-II a-c, f R-IV a, b
 (See Appendix A)

Activities:

Initial Activities:

Play a song about ending a love relationship such as Paul Simon's song "Fifty Ways to Leave a Lover" or something similar. Ask students to think of current songs with a similar theme.
 List times when the students and/or people they know have been pressured to act against their own wishes

Challenge Activity:

Create a bulletin board "101 ways to say NO and mean it." Include sections on "Times my parents(s) would like for me to say 'No' and "Times my friends would like for me to say 'No'."

Creative Activities:

Ask student(s) to

View a current video on "Saying No." Discuss findings and reactions.
 Interview teens to identify times when they were pressured to act against their own standards, values and wishes.
 Interview parents about what they believe is sexually right and wrong for teens now. Discuss reasons for parents' answers.
 Interview a religious leader. List rules for sexual behavior and why the church/synagogue believes in these rules.
 Synthesize information from interviews of teens, parents and the religious leaders. Write an essay on conclusions drawn.
 Discuss the motivation and reasons groups/individuals may have for encouraging specific standards for sexual behavior.
 Write an individual/group/class code of ethics and morality about sexual behavior.
 Review current and past issues of popular teen magazines to identify ethical principles that are taught.

Describe times when people they know have been frightened, hurt or felt guilty in a circumstance where sexuality was involved. Indicate what they wish had happened. Indicate sources for possible help.

Write scenarios about the most typical or most difficult instances of sexual challenge in relationships.

Review and apply principles of assertiveness.

Demonstrate ways to say "No." Encourage creative and humorous presentations as long as the point is still made. Present the scenarios and answers in an eye-catching, informative manner.

Research careers in the helping professions, specifically those related to sex education and counseling. Prepare written flyers on findings to be disseminated at the next career workshop or fair.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Create a personal philosophy or position paper on sex, sexuality and "proper" sexual behavior. Describe how this philosophy will influence social and family relationships. Evaluate for depth of exploration, insight, accuracy and adherence to guidelines.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: Strengthening Family and Other Relationships

Task .08: Satisfy needs through relationships

Performance Objective:

Condition: Friendships and/or dating relationships

Task: Satisfy needs through relationships

Standard: Relationships are maintained/enhanced, while individual integrity is respected/nurtured.

Performance Steps:

Determine needs and wants satisfied through various relationships.
Communicate assertively to bolster esteem/reflect values.
Explore options to satisfy needs in new ways.
Implement strategies.
Evaluate/modify interpersonal skills.

Enabling Objectives:

Identify different types of relationships.
List interpersonal wants and needs.
Evaluate types of relationships in terms of what they contribute to interpersonal wants and satisfactions.
Analyze common problems in relationships.
Describe skills for beginning/maintaining/enhancing/ending relationships.
Apply negotiation and assertiveness skills to relationships.
Identify conflict resolution techniques.
Indicate how sexuality influences relationships.
Describe components of readiness for marriage.
Evaluate personal readiness for dating/committed relationships.
Identify characteristics teens look for in friends.
Describe skills needed to initiate relationships.
Indicate techniques and requirements for enhancing relationships.
Analyze ways of ending relationships.
Evaluate costs/benefits and types of relationships.
Analyze changes in a relationship when sex is involved.
Describe conditions needed for responsible sexual behavior.
Describe conditions for readiness for marriage.

Describe careers in the helping professions.

Describe violations in personal safety that occur within relationships.

HSPT: W-I R-II a-f R-III a-g R-IV a-d
(See Appendix A)

Activities:

Initial Activities:

Show a video on dating and friendship.

Challenge Activity:

Create a board game. Include common events that enhance/threaten friendships, family and other relationships. The goal is to reach a satisfying, balanced social support network.

Creative Activities:

Ask student(s) to

Define their social networks (confidants, family, acquaintances).

Identify what each can contribute to their personal development. Identify what the students give to each.

Survey several "committed" couples--best friends, parents, steady dating partners, married couples. Identify what they like best/least about the relationship. Find out what skills they see as most important in the success of the relationship. Pool the information gathered by the class. Compare the similarities and differences among types of relationships.

Read from several sources on the topic of differences between love and infatuation. Identify types of love.

Examine media sources that identify the components of friendship/sexually intimate relationships/marriage. Compare, contrast and summarize the findings.

Discuss jealousy, its sources, its effects on relationships and how to decrease jealous reactions.

Compile an anonymous list of what they would not want to discuss with friends/lovers/family members/marriage partners. Discuss the commonalities and differences in the lists without revealing the sources.

Discuss the relationship of privacy to intimacy. Identify a list of private places and how to communicate the wish for privacy to others.

Create a collage (with magazines donated from faculty, libraries, local companies) that illustrates desirable characteristics of a mate.

Create a corollary collage that illustrates why the student is a desirable mate for this person. Be sure to include a balance of factors, not just physical attributes.

Review the rules of fair fighting developed in other tasks. Identify the last three conflicts faced by students, including issues, techniques and feelings about the conflict and partner. Determine whether students' needs were met. Brainstorm improved scenarios and strategies to satisfy needs.

Describe the last three conflicts when his/her needs were met including the type of relationship, power, communication, esteem, needs satisfied in the other person, any change in the relationship, etc.

Develop a plan for improving his/her existing support network.

Describe healthy and unhealthy reasons for being sexually active or sexually inactive. Discuss the consequences of each choice.

Investigate careers in the helping professions.

Criterion-Related Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Write a "We" paper by selecting one important relationship in each student's life and describing that relationship. This paper should include a description of the nature of the relationship and its communication, how the other person influenced him/her, strengths and weaknesses of the relationship, emotional bond and stability, how he/she projects that the relationship will change and other components desired by each student. Evaluate in terms of depth of exploration, insight, expressions of feeling and adherence to guidelines.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: Strengthening Families and Other Relationships

Task .09: Modify addictive patterns in relationships

Performance Objective:

- Condition: Family history of addiction/low self-esteem
Family patterns
Externally-directed tendency
- Task: Modify addictive patterns in relationships
- Standard: Needs and wants are satisfied.
Personal/family esteem is maintained/enhanced.
Relationships are strengthened.

Performance Steps:

- Determine needs, wants and goals of a family.
- Investigate a family history/potential for addiction.
- Explore options for strengthening communication skills, esteem and self-direction of family members.
- Design a plan for strengthening a family.
- Implement the plan.
- Evaluate the plan.
- Modify the plan according to the evaluation.

Enabling Objectives:

- Describe roles, routines and relationships in families where gambling, sex, drugs, alcohol or other addiction is present.
- Locate sources of help for addictive behavior including self-help groups and other therapies.
- Describe the stages of recovery from addiction.
- Compare and contrast families of addicts to families where there is no addiction.
- Evaluate threats to emotional/physical safety in addictive relationships.
- Assume responsibility of revealing information about an addict.
- Calculate the costs for treating addiction.
- Communicate in oral and written form.

HSPT:

W-I	W-II a-f	R-II a-f		
R-III a-g	R-IV a-d	M-I a-c	M-IV a-c	

(See Appendix A)

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Interview an addict or family member of an addict. Include open-ended questions regarding family relations.

Collect articles and other information on co-dependency. Synthesize the information as a class.

Interview a representative from a 1-800 hot line for addiction. Include open-ended questions about the nature of their job, number of calls they receive, referrals, etc.

Collect articles, advertisements and other materials regarding addictions. Classify, organize and synthesize information.

Calculate the costs for supporting various addictions.

Investigate and calculate the costs for treating addiction.

Brainstorm ways to say "No" to pressure leading to addiction and really mean it. Invite all suggestions from the serious to the humorous.

Contact a local methadone clinic. Investigate their philosophy, budget, clientele, "sister" programs, etc.

Hold a debate: "Methadone Programs: Bane or Beneficial to Society?"

Prepare questions for a guest speaker or interview a professional in the field of drug/alcohol abuse, prevention and rehabilitation. Include, but do not be limited to, prison/jail workers, religious leaders, probation officers, methadone clinic personnel, rehabilitation clinic personnel, police officers, counselors and others as possible people to be interviewed.

Investigate the effects of community philosophy, prevailing attitudes, prevention and rehabilitation programs on drug/alcohol abuse and addiction. Research whether addiction is more prevalent in cities, suburbs or rural areas.

Criterion-Related Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Create a scrapbook, bulletin board or other organized method for sharing varied findings on addiction and its effects on relationships. Evaluate based on organization, depth of exploration, insight, creativity, accuracy of information and adherence to guidelines.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: Strengthening Families and Other Relationships

Task .10: Provide care for special needs individual(s)

Performance Objective:

Condition: Handicapped and/or special needs family member, friend or acquaintance

Task: Provide care for special needs individual(s)

Standard: Unmet needs are satisfied; esteem is maintained or enhanced; purchases (if any) stay within budget; appropriate resources are identified and utilized.

Performance Steps:

Gather information on goods/services for handicapped individuals.
Brainstorm ways to satisfy their needs.
Plan strategies to satisfy their needs.
Calculate the costs for goods and services.
Nurture and care for a disabled individual.
Evaluate the success.

Enabling Objectives:

Categorize and describe social, emotional, physical and intellectual disabilities.
Evaluate resources which provide assistance to disabled persons.
Analyze personal needs based on disabilities.
Manage time and other resources.
Calculate costs for special services.
Analyze effects of disabilities on family interpersonal relations.
Communicate in oral and written form.
Describe careers in the helping professions, specifically those related to providing goods/services to special needs/handicapped individuals.
Evaluate threats to personal safety in relationships involving special needs individuals.
Discuss balancing demands.

HSPT: W-I W-II a-f R-II a-f R-III a-g
R-IV a-d M-I a, f M-III a-c M-IV a-c, e, f
(See Appendix A)

Activities:

Initial Activities:

Display pictures of handicapped individuals.

Display prosthesis/other aids designed for handicapped.

Ask "What disabilities have you seen people manage recently?"

Ask "If you had to chose one disability, which would you least prefer to cope with/most prefer to cope with?"

Challenge Activity:

Write a biography of a handicapped student in your school district or other individual in your community. Be sure to include a segment on interpersonal relations.

Creative Activities:

Ask student(s) to

Review developmental stages of "normal" children (use various theorists). Introduce classifications, characteristics, etc. of handicaps. Compare and contrast developmental stages and degrees of developmental delays in various handicaps.

Interview teachers, parents, therapists, Board of Education members, support group leaders, professionals and community volunteers who work with special needs individuals to investigate challenges (therapies, insurance, devices, etc.) related to handicapping conditions and strategies for coping/adapting to those challenges. Include questions on careers in this field. List questions and investigate answers on handicaps/special needs.

Investigate the neo-natal intensive care unit at a local medical center to learn about birth defects. Arrange a tour and interview a nurse and if possible, parents.

Research the impact of handicaps on family relations.

Attend a local support group for handicapped individuals and families. Report findings in written and oral form.

Contact the parents of a handicapped child. After establishing rapport and investigating the challenges specific to caring for a handicapped child, investigate their plan of action for their biggest challenge/problem at this point in time. Submit this case study in essay or other written form.

"Adopt" a handicapped child for a day. Record observations about their daily challenges and choices. List of sensory observations in the first column and in the second column list interpretations of those sensory observations. Summarize and report findings.

Contact insurance companies to find out coverage and costs of insuring handicapped/special needs individuals. Interview parents about the costs of caring for a special needs child. Calculate costs.

Investigate the threats to personal safety faced by handicapped persons. Find out how they have modified their environment to prevent accidents and enhance personal safety.

Create word searches, crossword puzzles and other word challenges utilizing terms/vocabulary of handicapped families (therapist, syndrome, disability.).

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Collect and synthesize information about providing care for an individual with any handicap covered in class. Using one method of presentation (selected by the class), have each student prepare a unit on the selected condition. Compile all student entries into a unified product (video, book, etc.). Evaluate based on organization, depth of exploration, insight, creativity, accuracy of information and adherence to guidelines.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: **Strengthening Families and Other Relationships**

Task .11: Utilize community services

Performance Objective:

Condition: Specific individual/family/societal needs
 Environmental conditions

Task: Utilize community services

Standard: Needs are met; relationship is established or
 maintained; support network of family is
 increased/improved.

Performance Steps:

Identify needs, wants, goals and problems/challenges.
Generate options in managing demands.
Gather information/resources critical to managing demands.
Plan strategies.
Implement the plan.
Evaluate the success.

Enabling Objectives:

Identify needs, wants, goals and problems/challenges.
Describe governmental services.
Evaluate common community services.
Read and follow directions.
Describe the process of problem solving.
Utilize a telephone directory.
Locate community agencies and resources.
Describe careers in the helping professions.

HSPT: R-II f R-IV a-d
 (See Appendix A)

Activities:

Initial Activities:

- Ask students "When was the last time you obtained free goods/services from your local government, businesses or organizations?"
- List 10 community service organizations and ask "What does each of these groups do?"
- Ask "What services do you wish (or are happy that) your community provides?"
- Ask "In 10 years, 25 years, 50 years, what helping services do you think you will need the community to provide for you?"

Challenge Activity:

- Create an "our-town/city" game, fashioned after Monopoly. Chance and Community Chest cards can be created, using local and current issues. Modify game rules as desired.

OR

- Compile a community resource guide (complete with names, phone numbers, service hours, etc.) for teens, newcomers or other specific target group. Distribute them through local clinics, "welcome wagons" and/or community service organizations.

Creative Activities:

Ask student(s) to

- Volunteer at a community organization/local governmental office for a day. Interview employees and volunteers about services provided by their organization/employer.
- Obtain a list of community service organizations and agencies from the local town clerk. Find out what each agency/organization does.
- Investigate a department in the local government (parks and recreation, road department, Board of Health, etc.) and present findings to the class. Find out about their budgets, salaries, costs for services and how much their services would cost in the free market system.
- Collect information about local churches, synagogues, and other places of worship regarding their service to local communities and society in general. Have each student investigate one and report back to the class.

Use the blue and yellow pages of the telephone books as well as the United Way Community Resource Guide and find services designed to help specified populations (elderly, poor, handicapped, etc.).

Identify five of the agencies/services/organizations they have used in the past month. Create a map of their locations.

Obtain a 1-800 Self-Help Directory and investigate which services are offered in the students' immediate neighborhood.

Investigate careers in the helping professions.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluate through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Compile a community resource guide (complete with names, numbers, services hours, etc.) for teens, newcomers or other specific target group. Distribute them through local clinics, "welcome wagons" and/or community service organizations, Evaluate for accuracy, depth of research, organization, attractiveness and adherence to criteria of assignment.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty D: **Strengthening Families and Other Relationships**

Task .12: Advocate for individual/family/community/global concerns

Performance Objective:

Condition: Concern for protection and enhancement of the quality of the environment for future generations

Task: Advocate for individual/family/community/global concerns

Standard: The student's own behavior will change in a way that conserves resources/protects the environment.

Performance Steps:

Identify ecological threats to the environment.
Describe barriers to change (behavior, resource distribution, economic inequalities).
Research legislation/policies/attempts to protect the environment.
Review recommendations for action.
Prepare materials that are likely to communicate and persuade.
Review and revise the materials.

Enabling Objectives:

Analyze environmental issues.
Evaluate both sides of issues and assess motives of various sources of information.
Describe action groups/advocacy groups.
Develop criteria for evaluating the stand of action groups/advocacy groups and choose those to support/join.
Apply the change process to planning action on a local issue.
Write letters and conduct interviews to gather information from governmental representatives and advocacy groups.

HSPT: W-I W-II R-II a-f R-III a-g
 R-IV a-d M-I a, c, f MIII b MIV a-f S-I, II
 (See Appendix A)

Activities:

Initial Activities:

In small groups, on a large sheet of paper, and with a different color marker for each person, write down the ecological threats to life on earth in the 2000's. Tape up each of the sheets for display. Identify the common concerns and any that might be left out.

Challenge Activity:

Have students hold their own Summit Conference on the Environment: "Ways People at (name of high school) can Think Globally, Act Locally to Assure our Future." At a school assembly or other school event set up booths with posters and other media to explain each aspect to fellow students. (Be sure to invite local media for press coverage.)

Creative Activities:

Ask student(s) to

- Divide into small groups and select an area on which to gather research and propose action.

- Identify speakers or films from groups such as Worldwatch, Greenpeace, the Sierra Club, the United Nations which are concerned with ecological issues. Select one or more for class participation.

- Review newspaper reports on current political events concerning ecological issues.

- Choose teams and debate which concern poses the most immediate threat: overpopulation, deforestation, nuclear and toxic wastes, water pollution, air pollution, energy use, resource recovery and substitution, etc.

- Write to/interview a local/state/federal representative to investigate current legislation related to the group's topic.

- Visit the United Nations. (The representative for the American Home Economics Association can help identify the best method of gaining information/attending a meeting on your topic.)

- Collect and review lists that have been compiled of recommended ways that people can act differently to improve the environment. Prioritize lists in terms of those most/least likely to be adopted by teens. Identify the barriers to changing habits and resource usage.

- Prepare posters and booths to display findings and encourage teens to change their behaviors.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self evaluation.

Evaluation will be conducted by visitors to booths from feedback sheets. There will be evaluation of style, content and presentation of the posters and written material produced by students.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

- W I. Write an Essay
- W II. Revise/Edit the Written Text of Another Writer
 - a. Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
 - b. Correct nonstandard sentence structure.
 - c. Complete unfinished sentences.
 - d. Combine ideas into a well-constructed sentence.
 - e. Select transition words to complete a logical progression of ideas in written text.
 - f. Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

- R I. Comprehending Narrative Text at Literal and Inferential Levels
 - a. Characters
 - b. Setting
 - c. Plot
 - d. Theme
 - e. Vocabulary
 - f. Literary Awareness
- R II. Comprehending Informational Text at Literal and Inferential Levels
 - a. Central Purpose
 - b. Major Ideas
 - c. Supporting Ideas
 - d. Using Data Presented in Visual Form
 - e. Vocabulary
 - f. Research/Study Skills
- R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels
 - a. Fact/Opinion
 - b. Main Idea
 - c. Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

**APPENDIX B
DUTY D
STRENGTHENING FAMILIES
AND OTHER RELATIONSHIPS**

BOOKS

Freuhling, R.T. Working at Human Relations. St. Paul, Minnesota:
EMC Publishing, 1992.

Gerne, P.J. & Gerne, T.S. Substance Abuse Prevention Activities for
Secondary Students. Englewood Cliffs, New Jersey: Prentice
Hall, 1992.

Westlake, H. G. & Westlake, D. G. Relationships and Family Living. St.
Paul, Minnesota: EMC Publishing, 1992.

Note: The following books can be found in the KIDSRIGHTS (KR)
catalog:

KR: Coping With Dating Violence
4109 (Hard)

KR: Children Who Grieve
5520 (Paper)

KR: Dear Elizabeth
4101

KR: Dynamics of Relationships
4501 (Teacher Manual)
4502 (Student Manual)

KR: How It Feels When Parents Divorce
4129

KR: Living With a Parent Who Drinks Too Much
5104 (Hard)

KR: Living With a Parent Who Takes Drugs
5105 (Hard)

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- KR: Mom, I'm Pregnant.
4145, (Paper)
- KR: Not My Family
4105 (Hard)
- KR: Sex Respect.
5514, Teacher's Manual
5515, Student's Manual
5516, Parent's Manual
- KR: So What's It To Me
4103 (Paper)
- KR: Top Secret.
4104 (Paper)
- KR: Understanding Sexuality.
5517 (Spiral)
- KR: Why Me?
4106 (Paper)
- KR: Young and Pregnant.
5103 (Paper)

RESOURCE ADDRESSES ON THE FOLLOWING TOPICS

Facing Reality
Project Respect
Box 97
Golf, IL 60029-0097

Families, Decision-Making and Human Development
Pneuma Press
2275 Westpark Court
Suite 201
Euless, TX 76040

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Has Sex Education Failed Our Teenagers?: A Research Report

Focus on the Family
Colorado Springs, CO 80995 or
P.O. Box 9800
Vancouver, B.C.
V6B 4G3

Healthy Sex Education in Your Schools: A Parent's Handbook

Focus on the Family
Colorado Springs, CO 80995 or
P.O. Box 9800
Vancouver, B.C.
V6B 4G3

Learning About Myself and Others (LAMO)

Anne Nesbit
R.R. 3 Orchard Circle
Pittsfield, MA 01201

Me, My World, My Future

Teen-Aid
N. 1130 Calispel
Spokane, WA 99201

KEY:

KR: Kidsrights
O4L: Opportunities For Learning

VIDEOTAPES

KR: Abuse
#5626-V

KR: AIDS: The Inside Story
5621-V

O4L: AIDS: Facts and Fears, Crisis and Controversy Video
MHA-991225

KR: Behind Closed Doors: Crisis at Home
4632-V

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- KR: Coping With Family Crisis II: Violence, Abuse, Separation, Divorce
5633-V
- O4L: Coping With Family Crisis: Violence, Abuse, Separation, Divorce
6815v-HES
- KR: Coping With Family Crisis I: Addictions, Financial Distress, Illness and Death
5632-V
- O4L: Coping With Family Crisis: Addictions, Financial Distress, Illness and Death
6816V-HES
- KR: Don't Get It! Teenagers and AIDS
4603-V
- O4L: Grandparents Video
05505V-HES
- O4L: Grounded For Life: Teenage Pregnancy—Afraid to Say No!
099597-HES
- O4L: Herpes: It's No Laughing Matter Video
100156-HES
- KR: He's No Hero
5619-V
- KR: How Can I Tell If I'm Really In Love?
4608-V
- O4L: How Not To Make A Baby Video
099615-HES
- O4L: It Only Takes Once: Teenage Pregnancy Prevention Video
068567-HES
- KR: It Only Takes Once
5618-V

- KR: Just Wait: "I'm a virgin and proud of it!"
4613-V
- KR: Living With Parents: Conflicts, Comforts and Insights
4633-V
- O4L: Living With Parents: Conflicts, Comforts and Insights
100453-HES
- O4L: Living With Trouble: Crisis In The Family Video
014941-HES
- KR: A Matter Of Choice
5631-V
- KR: No Fault Kids: A Focus on Kids with Divorced Parents
4646-V
- O4L: Nutrition During Pregnancy For Mother And Child Video
110094-HES
- O4L: Nutrition: Teen Pregnancy Video
061594-HES
- KR: Rape: An Act of Hate
4680-V
- O4L: Setting Your Own Limits: Decision-Making and Sex Programs
793-V HES
- KR: Sexual Abuse Prevention
4614-V
- KR: Sexual Responsibility
5620-V
- KR: Sexual Responsibility: A Two-Way Street
4606-V
- O4L: Sexual Responsibility: A Two-Way Street Video
099634-HES

KR: Staying Alive: Decisions About Drinking and Driving
5659-V

O4L: Teenage Parenting: A Hard Lesson To Learn Video
014989-HES

O4L: Thoughts and Feelings About Pregnancy Video
110377-HES

KR: Twelve Steps: The Video
5660-V

KR: When Sex Means Trouble
4637-V

KR: Why Does Mom Drink So Much
4642-V

O4L: You Would if You Loved Me: Making Decisions About Sex Video
145459-HES

O4L: Young, Single and Pregnant: A New Perspective
6784V-HES, VHS

SOFTWARE

O4L: Ask Me: Sexual Information For Adolescents
057979-HES, Apple 48K
100830-HES, IBM 64K

O4L: Male And Female Reproductive Systems And Conception
Software
HE4040-HES, Apple 48K

O4L: Parent-Adolescent Series
GC400-HES, Apple 48K

O4L: Sexually Transmitted Diseases
HE4090-HES, Apple 48K

O4L: Veneral Disease Software
VDS-HES, Apple 48K
VDA-HES, IBM, 64K

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FILMSTRIPS

- Glencoe: Adolescents and Their Relationships
0-02-662040-5
- O4L: AIDS: What Are The Risks?
069934-HES
- O4L: Avoiding AIDS: What You Can Do Video
101547-HES
- Glencoe: Basic Concepts in Relationships
0-02-635350-4
- O4L: Chastity: It's Okay To Say "No" Filmstrip
073399-HES
- O4L: Death: A Natural Part of Living Filmstrip
100199-HES
- O4L: Developing Social Skills: Learning Conversational Techniques
005654-HES
- Glencoe: Do You Really Communicate?
0-02-636750-5
- Glencoe: Facing Family Stress
0-02-636760-2
- Glencoe: Growing Older
0-02-636780-7
- O4L: How Would You Like To Be Old?
094108-HES
- O4L: Older Americans-A Growing Force In American Life Filmstrip Set
124299-HES
- O4L: Setting Your Own Limits: Decision-Making and Sex Programs
793-HES

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Glencoe: Substance Abuse: Tobacco, Alcohol and Drugs
0-02-642470-3

Glencoe: Teen Parents
0-02-642680-3

Glencoe: Teen Relationships and Dating
0-02-642280-8

Glencoe: Teenage Suicide
0-02-642430-4

Glencoe: Understanding Sexuality
0-02-636770-X

O4L: Young, Single and Pregnant: A New Perspective
5784-HES

WORKSHEETS

O4L: Living Skills for Pregnant Teenagers
099592-HES

POSTERS

O4L: Don't Get Pregnant: Read This!
145461-HES

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.
135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics
P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.
Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.
Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.
Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues
P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management
P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

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**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

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Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

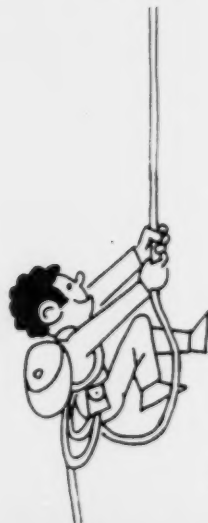
J. Weston Walch

Publisher

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

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Duty E: Parenting and Meeting Needs of Children

Task .01: Contribute to the welfare of unborn and infant children

Performance Objective:

Condition: Requirements for healthy growth and development in utero/during the first five years of a child's life.

Task: Contribute to the welfare of unborn/young children

Standard: Chance for healthy growth and development of babies and toddlers in the students' own community increases.

Performance Steps:

Read literature on conception/prenatal growth/child development.

Study methods for the prevention of conception.

Study sexually transmitted diseases and their effects on unborn.

Relate the influences of drugs and alcohol on the unborn.

Evaluate sources of help for pregnant and parenting teens.

Describe what high school students can do to support healthy development of all children.

Identify who is most in need of information about prenatal growth and the barriers to their gaining/utilizing knowledge.

Create a program for clinics and present it in a format that is most likely to be received/implemented by pregnant and parenting teens.

Evaluate and improve the program.

Enabling Objectives:

Describe how babies are conceived.

Indicate factors reflecting readiness for pregnancy.

Describe methods of birth control/family planning and their reliability.

Identify influences on healthy prenatal growth.

Describe factors in pregnancy that damage embryo/fetus and long-term consequences of such damage.

Analyze resources in the community to help pregnant women with nutrition, sexually transmitted disease, alcohol and

drug-related problems, abuse, exercise, emotional counseling, financial help.

Describe characteristics of healthy infants/needs of infants.

Evaluate personal readiness for meeting the needs of an infant.

Analyze influences (physical, psychological, intellectual, social) on development of infants and young children.

Describe the characteristics of a good caregiver.

Compare the United States with other countries in the ability to provide nurture for infants and children.

Relate responsible sex behavior to the potential for growth and nurturance of a developing child.

Define irresponsible sex behavior and identify the consequences for individual and society.

HSPT: W-I W-II R-II a-f R-III a-g R-IV a-d
 M-I b-c, f M-III b M-IV a-c, d S-I (See Appendix A)

Activities:

Initial Activities:

Present the APGAR ratings for infants born at a local hospital during the last year.

Challenge Activity:

Create a program to be used by clinics for educating women about influences on the prenatal development of an infant and the growth of a toddler/young child.

Creative Activities:

Ask student(s) to

Obtain and analyze the statistics on births in their community. What characteristics describe the mothers? What is the physical status of the mothers and babies?

Interview a gynecologist/pediatrician/family planning clinic professional to obtain information about the issues they see as important in improving the chances for the healthy development of babies and toddlers as well as their mothers, siblings and fathers.

Gather and interpret statistics on the types and incidence of birth defects.

Investigate the effectiveness and calculate costs of birth control devices. Contact a professional from Planned

Parenthood/clinic/hospital to provide a display of devices. Have that professional also describe sexually transmitted diseases, their symptoms and prevention. Discuss effects of irresponsible sex behavior on the potential child.

Study the following aspects of abortion: laws; procedures; controversy/consequences of its use as a form of birth control; costs/consequences to the individual and society of abortion versus unwanted pregnancy and birth; history of the definition of when life begins; changes in attitudes and laws over time; and birth, legislation and controversy in the United States versus attitudes and issues in other countries.

Identify agencies and programs in their community that assist pregnant and parenting teens. Find out costs, funding sources, and the types of services provided.

Read child development materials that describe the stages of development from conception to five years of age. Develop a chart that discusses major factors that promote healthy development versus at-risk development.

Conduct a needs assessment to identify a potential audience for a program on prenatal development. Compile literature describing the factors needed for healthy growth and development of unborn and young child and sources of health care and support. Choose the format/style/presentation for a program.

Write narratives for a program on prenatal development. Make or obtain graphics/photos. Identify potential costs of production and distribution.

Draft a prototype for a program on prenatal development. Gather feedback from some potential parents and revise.

Research and summarize information on teenage parents. Include, but do not be limited to, the percent of single-parent teens, the economic status of teenage parents, the school completion rate of teenage parents, the employment rate among teenage parents. Summarize the information separately for teenage mothers and fathers when possible.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Collect data evaluating challenge activity program from sample of teens, parents and administrators.

Have students describe specific actions that they and other community members can take to meet the needs of pregnant women, babies and young children in their community. Responses can be evaluated in terms of the degree to which students recognize the requirements for healthy growth and the factors that impede that growth.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty E: Parenting and Meeting Needs Of Children

Task .02: Strengthen satisfaction/safety of birthing

Performance Objective:

Condition: Pregnancy
Available choices for delivery

Task: Strengthen satisfaction/safety of birthing

Standard: Increase the likelihood that more babies are born healthy and birth defects are minimized, while strengthening the satisfaction for and decreasing the safety risks to the mother.

Performance Steps:

- Identify aspects of the birth process.
- Describe factors that influence success/safety for neonate/mother.
- Research different methods for delivery in the community.
- Identify issues of concern to teen parents/thirty plus first-time parents about the birth process.
- Describe the maternity wards/birthing centers in the community.
- Research types/incidence of birth defects and ways to prevent them.

Enabling Objectives:

- Relate prenatal care to the likelihood of delivery problems.
- Evaluate different methods of preparation for the birthing process.
- Analyze the benefits/disadvantages of preparatory activities for expectant parents.
- Identify special risks that teenage mothers and their infants face.
- Describe the stages of labor/delivery
- Evaluate factors that influence satisfaction and safety of delivery.
- Describe alternative methods of child birth/delivery.
- Calculate the costs/benefits/risks of each method of childbirth.
- Describe the father's role in birthing procedures.
- Describe special care needed to meet the special needs of neonate/mother.
- Recognize new mothers' common emotional/physical changes.
- Evaluate the role of grandparents/extended family in the United States versus other countries.

HSPT: W-I R-II R-IV M-I a, b M-IV b
(See Appendix A)

Activities:

Initial Activities:

Display photos/slides of women eight/nine months pregnant. Title the display, "Next Stop--Delivery."

Have students wear a vest that simulates the ninth month of pregnancy.

Challenge Activity:

Based on information gathered in the creative activities, propose a change in policies or procedures that would improve the facilities and processes for childbirth in the community.

Creative Activities:

Ask student(s) to

Prepare a layette and gather the furniture needed for a newborn, staying within a budget of \$300.

Prepare questions for a class presentation by a mother who recently delivered her child in a local hospital. Be sure to include how she chose a gynecologist/pediatrician, the method of delivery she chose, costs, emotional and physical aspects of the delivery, the father's role in the delivery, adjustment to mothering, any problems she had and what she wished had been different.

Interview the billing administrator at a local hospital to find out typical costs of delivery, the length of stay for the mother and child, methods of payment and examples of costs when the mother or baby has medical complications.

Do library research on different methods of childbirth. Read about delivery methods in other countries.

Read about the controversy surrounding the excess use of Caesarean sections. Identify the issues on both sides of the controversy.

Speak with a leader of Lamaze classes and/or Lamaze parents.

Identify the purposes of the classes, the costs and the outcomes. Include the changes that occur during each stage of labor and delivery in the presentation.

View a video of childbirth. Discuss emotional and physical aspects of the delivery in the video. Describe safety procedures included.

Suggest changes in the procedures that could impact on the satisfaction/safety to the mother/neonate.

- Interview teenage single parents and ask them to describe the emotional, physical, social, and economic aspects of their experience. Include both teenage mothers and teenage fathers.
- Research causes, treatment and prevention of common birth defects.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Have students write an essay on the different approaches to childbirth. Ask that they identify the advantages and pitfalls for each and evaluate different approaches in terms of the safety for the child and mother and the satisfaction of the parents.

Evaluate the advocacy position developed in the challenge activity by obtaining feedback from selected medical practitioners.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical ability, depth of questioning, written/oral expression and insight.

Duty E: Parenting and Meeting Needs Of Children

Task .03: Set and communicate limits to a child

Performance Objective:

Condition: Errant behavior of a child/ren (environment)
Personality of a child

Task: Set and communicate limits to a child

Standard: Limits are clearly conveyed while the esteem of the child is enhanced or maintained.

Performance Steps:

Assess the needs of an errant child.
Determine an appropriate strategy for disciplining.
Communicate behavior boundaries/guidelines/consequences to the child.
Evaluate the success of the strategies.

Enabling Objectives:

Describe the developmental stages of children.
Analyze theories of child discipline.
Describe the motivation and feelings behind a child's behavior.
Communicate with children.

HSPT: W-I W-II R-I R-II a-f R-IV a-d
(See Appendix A)

Activities:

Initial Activities:

Ask students, "How were you disciplined as a child? Now?"
Display posters/advertisements of children being taught/disciplined.
Ask: "Did you come from a home where there were
(a) strict limits (b) moderate limits (c) few to no limits?"

Challenge Activity:

Have groups of students tape, either at home or at school, a segment of their favorite TV show which involves a situation where

household limits need to be set, reinforced or changed. Analyze the situations. Have students write a continuation script communicating limits, using the same character plots. Encourage comedies and creativity. Act out the script for peers. Discuss the scripts and relate to theories of child discipline.

Creative Activities:

Ask student(s) to

- Read child development theories in order to identify common discipline issues at different ages.
- Post four sheets of paper labelled with ages 6, 9, 12 or 15 years old in different parts of the room. Identify the family rule they liked the least at that age. Repeat the above activity with variations. (ex. generate five rules for the given age group.)
- Generate the 10 commandments of limits for a specified household. Pair the students and then square them to come to a consensus on these limits. Give each group different family compositions and note changes in the limits.
- List all decisions he/she made during the day. Identify at what ages the students went from zero to partial to full responsibility for that decision.
- Determine a set of limits for a household. Assume that the family adds a person who is 5, 10, 18 or 25 years old. Describe how the limits might change for each.
- Interview three parents. Create a list of common discipline problems and corresponding advice for the challenge. Be sure to ask the age of the children and family composition.
- Describe the behavior of a child in need of guidance/discipline (ex. a youth smoking or speaking unkindly to a neighbor, a child picking his nose or excessively fondling himself/herself in public). Discuss possible strategies for disciplining the child as a class.
- Create a list of discipline cliches used in their home community ("I'm the boss and what I say goes," "because I said so," etc.). Discuss emotional reactions to these statements. List possible reasons for the use of discipline cliches.
- Divide into three groups, those with strict limits, moderate limits and few to no limits. Discuss what it was like growing up in this kind of home. Were limits viable? Did they allow the family to function effectively as a unit? Compare and contrast the findings of the groups.

Write scripts for the challenge activity. Exchange scripts and evaluate whether the proposed solutions to the problems are age-appropriate and likely to enhance the growth of each family member. Give feedback to classmates about their scripts.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Give students examples of children who are exhibiting various forms of behavior that could be labelled errant. Have students respond by indicating what needs the child may be expressing and what limits are appropriate for the age of the child. Answers should reflect an awareness of the influence of adult responses on the self-esteem of the child. The feedback from classmates on the scripts and their presentation will serve as a basis for evaluation of the challenge activity.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty E: Parenting and Meeting Needs of Children

Task .04: Nurture emotional needs of a child

Performance Objective:

Condition: Given environmental setting
Needs of an emotionally upset child

Task: Nurture emotional needs of a child

Standard: The emotional needs of a child are met maintaining
self-control and self-esteem.

Performance Steps:

Assess the needs of an upset child.
Identify factors related to the setting that may contribute to
an outburst/upset.
Determine an appropriate strategy for calming a child.
Provide care for an upset child.
Evaluate the success of the strategies.

Enabling Objectives:

Explain child developmental theories.
Compare and contrast theories on the stages of child development.
Analyze theories of the development of autonomy in children,
behavior modification techniques, and styles of stress
management.
Assess needs/motivation behind a child's behavior/communication.
Analyze theories and styles of communication.
Communicate with children.

HSPT: W-I W-II R-II b, c R-IV a-d
(See Appendix A)

Activities:

Initial Activities:

Have students recall situations when they saw an upset child(ren).
Have students assume stance and expression of an upset child(ren).

Challenge Activity:

Design and prototype a first aid kit for the emotional care of child(ren) including fair playing rules for children, listening rules for working with children, interaction strategies for children in emotional crisis, band aids and kisses for emotional injuries, other supplies. Market this kit to teen parents, Lamaze students or other target populations.

Creative Activities:

Ask student(s) to

Identify rules of reflective listening. Practice with their peers.

Read about and compile rules of fair playing. Discuss which rules are easy to follow and which are hard to keep. Analyze the rules in terms of how easy/hard it would be for children to learn them. Discuss how the age of children would affect their use of these rules.

Tape/view new short segments of movies, TV shows, etc. depicting scenes of emotionally upset children. Brainstorm ways to effectively deal with these situations.

Review the Rational-Emotive Theory of Albert Ellis as well as his common irrational ideas that guide behavior.

Apply the Rational-Emotive Theory of Albert Ellis to case studies of children experiencing emotional turmoil. (These can be based on student experiences or typical problems from readings).

Write an essay on how following the rules of fair fighting would change their interpersonal and family relations.

Brainstorm ways of dealing with a three-year old, nine-year old, a fifteen-year old who are physically and emotionally "out of control"--extremely upset and irrational.

Identify key components of a "first aid" kit based on previous activities. Decide on a format and content.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form.

Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Feedback from a panel of parents and students can be used to

evaluate the format, content and presentation of kit.

Give students examples of conflicts between children (vary the ages) and between a parent and child. Ask students to apply the principles of (a) reflective listening, (b) fair fighting and (c) rational emotive therapy. Evaluate responses in terms of the degree to which children are helped to learn about their own emotional needs and those of others and the likelihood that an upset child would gain emotional control and build or maintain self-esteem.

Other creative activities will be based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty E: Parenting and Meeting the Needs of Children

Task .05: Choose, plan and guide activities for children

Performance Objective:

Condition: Child/ren with specified developmental needs
Resources (time, budget, space, accessibility
of toys and equipment)
Number of children

Task: Choose, plan and guide activities for children

Standard: Activities for children are chosen, planned
and guided that meet their physical, socio-
emotional and intellectual needs.

Performance Steps:

Determine the developmental needs of specific child/ren.
Assess the value of science, math, fine-motor, crafts and other
activities.
Select toys, videos, games and equipment that are safe and
promote the growth of children.
Select activities which meet the needs of specific children.
Collect resources necessary to guide the activities.
Motivate the children.
Explain the directions and guide the activity.
Clean up and bring closure to the activity.
Evaluate the success.

Enabling Objectives:

Describe child development theories.
Describe specific classifications of activities.
Evaluate the value of children's activities.
Select, modify and plan activities.
Communicate with children.
Analyze options in toys and play equipment.
Determine criteria for judging toys and play equipment in
terms of aesthetics, appeal to children, educational
values, safety, durability and contribution to the
growth and development of children.

Compare the cost of toys and equipment to the short and long-term potential for contribution to the child's development.

HSPT: W-I W-II R-II b, c R-IV b
 M-I f M-IV a-d (See Appendix A)

Activities:

Initial Activities:

For one three-minute period, play "Simon Says," "Seven Up," "Hangman" or other indoor games; read a children's book; play charades; or play a math or card game.

Ask students, "What was your favorite toy when you were three, six, nine and twelve years old? Why?"

Have a puppet give directions for the daily activity.

Challenge Activity:

Create an activity for a specified age group. (Music, scarfs, bean bags or other resources are encouraged.) Conduct the activity with classmates, a local pre-school or other group of children.

OR

Design a box (complete with directions, information required by law and any other requirements) for a toy that can double as a storage unit for that toy and that can be used in many ways, i.e., sets the stage for imaginative play.

OR

Design a new board game created by taking a favorite board game and eliminating all of its support pieces (game cards, dice, markers, pieces, etc.) and creating new rules and support pieces. As a group, establish other design criteria for safety, cost, etc.

Creative Activities:

Ask student(s) to

Interview a grandparent, relative or parent about games they used to play when they were children. Bring a favorite to class.

Research child development theories.

Start a story with one sentence. Play add-a-part with students until every student has created one segment of a story.

Research types of activities deemed to be "favorites" of children. Describe common characteristics of favorite activities and identify the contribution they can make to a child's development.

Interview workers at a youth center, day-care/nursery schools and/or others who work on a daily basis with children. Create appropriate questions for investigating popular children's activities. Carry out the interviews and tally the data. Identify the percent of responses to each question and chart findings.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form.

Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Give students a list of activities and toys and ask them to identify the kinds of development that each might stimulate. Also, activities can be labelled as to appropriate age of participants.

Products developed in the challenge activity can be tested with children and then feedback can be used to evaluate the outcome.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty E: Parenting and Meeting Needs of Children

Task .06: Select and read books to children

Performance Objective:

Condition: Developmental level of a child
Time available

Task: Select and read books to children

Standard: Reading holds the child's interest and stimulates the imagination, thus enhancing the development of a child.

Performance Steps:

Determine the developmental level of a child/children.
Decide on criteria for judging the value of a book.
Analyze the value of a book/magazine/other children's literature.
Read books to children.
Develop and ask follow-up, open-ended questions to enhance the understanding/imagination of a child.
Evaluate the child's response.

Enabling Objectives:

List sources of books within the community for children of different ages.
Identify the developmental stages of a child.
Determine criteria for evaluating the content, format, readability, cost, durability, etc. of children's stories/books.
Evaluate a selection of books written for children of different ages.
Identify popular authors and classic selections of children's literature.
Describe the awards given to children's literature. Name books which have won these awards.

HSPT: W-I W-II R-I a-f R-II a-f R-V
 R-VI M-I f M-IV a, b
 (See Appendix A)

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E-17

Activities:

Initial Activities:

- Display children's books.
- Have students dress up as a character in a book.
- Have students recall their favorite book and share a summary.
- Read a children's book.

Challenge Activity:

- Have students write, illustrate, and bind a children's book. Present the book to a child(ren) and evaluate the response.

Creative Activities:

Ask student(s) to

- Compare theories of child development.
- Visit a library and evaluate a segment of books (i.e. for preschoolers, beginning readers, etc.) in terms of pre-determined variables (i.e. sexism, topic, readability, graphics, etc.).
- Research the various awards (Caldecott, Newberry, etc.) given to children's literature.
- Find award winning books and determine why they won the awards.
- Determine the reading levels and "typical" concerns of a given age group of children. Locate books/resources that are geared to different reading levels and developmental concerns.
- Interview a children's librarian about story-time for young children in the community. Establish questions prior to the interview.
- Prepare questions to ask the school librarian from a district elementary and/or middle school during a class presentation about budgets, selection of books, careers in library science, etc.
- Analyze the reading level of children's books.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Given a set of books, evaluate the students' ability to 1) recognize the appropriate age level for interest and content of story; 2) identify the

steps for assessing readability; and 3) suggest modifications and improvements.

Assign students to select a book and read it to a child they know. Evaluate their reports of the process in terms of how well they were able to interest the child and elicit imaginative responses from the child.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty E: Parenting and Meeting Needs of Children

Task .07: Assist a child with developmental changes

Performance Objective:

Condition: A specific age and transitory stage
Personality of a child

Task: Assist a child with developmental changes

Standard: Assist a child with developmental changes in such a way as to foster esteem and alleviate the stress and/or difficulty in coping and adapting to change.

Performance Steps:

Identify developmental challenges of children at different ages.
Listen to a child's feelings and thoughts about his/her developmental challenge.
Determine a child's readiness for mastery of a challenge.
Evaluate ways of facilitating a child's adoption to a challenge.
Motivate and teach strategies for learning/coping/adapting.
Evaluate the outcome.

Enabling Objectives:

Analyze the developmental stages (and challenges) of a child.
Listen and communicate effectively.
Describe signs of stress in children.
Evaluate stress management techniques.
Apply behavior modification skills to given situations.
Solve problems.

HSPT: R-II a-f R-III a-g R-IV
 M-IV a, b M-V b
 (See Appendix A)

Activities:

Initial Activities:

Display baby pictures of teachers.

Life Skills Center, Montclair State. Funded through PL 101-392.
E-20

Display childhood pictures of students. Describe challenges of depicted stages.

Ask students: "What changes (as a result of growing) do you remember in a special or vivid manner?"

Challenge Activity:

Make a time line of developmental challenges. Pictorial, three-dimensional, or any medium may be utilized.

Creative Activities:

Ask student(s) to

Research developmental challenges of children.

Create a classroom scrapbook of child development concerns published in question-and-answer columns in newspapers, women's and parenting magazines. Categorize them as they are collected.

Select a magazine or newspaper article about meeting the needs of children. Ask each student to write two case studies with challenges that could be solved through the article's information. Collect all the case studies and organize them into a classroom file.

Describe qualities and skills needed to guide children through developmental changes. Identify which of these are present in their parents and in themselves.

Compare the values, situations and challenges shown on "old" TV shows (those produced over 15 years ago) to those developed on "current" TV shows. Record developmental challenges of specified age groups and how they were resolved in shows from the different years. Identify skills that facilitated the resolution of the challenge.

Interview parents concerning current challenges their children are facing as well as strategies for helping them cope.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Using the classroom file containing case studies of challenged children, distribute one case study to each student for analysis and generation of a plan to resolve the stated challenge.

Evaluate the quality of work reflected in the time line. Determine its accuracy, completeness and clarity of presentation.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Challenge Activity:

Simulate the set-up of a home safety consulting firm including resumes of consultants, brochures of services, schedule of fees. Safety manuals and tools should be included in the work-up of this firm.

Creative Activities:

Ask student(s) to

Research the types of accidents most likely to happen to people of different ages.

Identify safety hazards in the home using various classifications (kitchen/bathroom/bedroom hazards, air/water/electrical hazards.)

Bring in a box of items which could pose hazards if used improperly. Identify safe and unsafe uses of the items (ex. marbles, cleaners, scissors, medicines, sewing items, etc.).

Evaluate their own homes in terms of safety. Generate three ways of improving safety in their homes. Calculate the costs of different changes.

Collect labels from medicines, cleaners, etc. as well as product information on appliances. Make a classroom scrapbook of safety information. Divide into groups. Each group selects one category of information and makes a summary of findings.

Identify a representative from the Consumer Product Safety Commission who can report on their services to businesses and consumers. Schedule a class presentation.

Prepare questions for a class speaker from the Poison Control Center. Ask the speaker to address issues concerning home safety and emergency responses.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Use feedback from the invited representatives on the plan and materials included in the home safety consulting firm work-up in order to evaluate the simulation.

Ask students to list potential hazards and correct procedures to prevent injuries for a specified age group.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty E: Parenting and Meeting Needs of Children

Task .09: Provide routine health care

Performance Objectives:

Condition: Immunization schedules
Children's developmental needs
Child's health status

Task: Provide routine health care

Standard: Routine health care is provided to maintain health; an ill child is properly treated for infectious diseases and illnesses.

Performance Steps:

Assess medical needs, wants and goals.
Investigate options for routine and emergency health care.
Select a primary care physician/clinic and health care services.
Design a plan for routine and emergency health care.
Determine costs/benefits and options.
Implement the plan.
Evaluate in terms of the quality of service and satisfaction.
Modify the plan.

Enabling Objectives:

Recognize factors necessary for the health and growth of children.
Describe symptoms/causes/treatment/preventative measures for common childhood diseases and disabilities.
Evaluate and utilize medical and health care services.
Calculate the costs of health care and health care insurance.
Analyze health care insurance options/systems.

HSPT: W-I W-II R-II a-f R-III a-g
R-IV a-d M-I a, b, f M-IV a-c, f
(See Appendix A)

Activities:

Initial Activities:

Ask students: "Where do you go when you need health care?"
Display charts and posters on childhood diseases.

Challenge Activity:

Create a game for childhood health care. Be sure to include common diseases/illness and treatments, immunizations and health-care options.

OR

Develop suggestions for improving the local, state or national health care system.

Creative Activities:

Ask student(s) to

Tour a local clinic or have the township nurse/clinic nurse give a class presentation on childhood diseases and immunizations.

Investigate options for obtaining health care services.

Compare the health care costs for a healthy and a sick child.

Research the history of communicable childhood diseases and present the findings to the class.

Write to Johnson and Johnson and/or other major providers of childhood health care products for information on maintaining a child's health.

Create a chart for easy reference on children's routine health care or childhood illnesses.

Compose a poem on any aspect of children's health care.

Investigate costs and options for obtaining family health care insurance.

Brainstorm options on how uninsured families can obtain adequate health care.

Research the requirements for becoming a doctor/nurse/health care administrator.

Investigate malpractice insurance costs.

Research the health care systems in other countries.

Investigate options in optical and dental care. Have practitioners in each of these areas give a class presentation about routine/emergency care as well as care for special needs children.

Review proposals and laws relative to providing health care for children and other family members.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer, or self-evaluation.

Ask students to write an essay on the routine procedures needed to maintain the health of children. Ask that they include preventive procedures. Evaluate the essay for its clarity, accuracy and recognition of developmental needs.

Give students a list of symptoms of illness in children of varying ages. Ask students to evaluate the severity of each symptom and describe appropriate procedures for the care of the child.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty E: **Parenting and Meeting Needs of Children**

Task .10: Report cases of abuse and neglect

Performance Objective:

Condition: Recognition of forms/incidences of
 abuse/neglect that occur against people of all
 ages

Task: Report cases of abuse and neglect

Standard: Abuse is reported to appropriate agencies and
 service providers who are most likely to be
 able to intervene and alleviate the problem.

Performance Steps:

Define abuse and neglect.
List types of abuse/neglect and which age groups are most
likely to be victims/perpetrators.
Find sources of information on causes, incidence, treatment and
efforts at prevention for each type of abuse/neglect.
Identify agencies and service providers.
Evaluate sources of help available in the
community/state/country.
Compile a listing of sources of help/special requirements/costs.

Enabling Objectives:

Describe forms of abuse, forms of neglect and the differences
between abuse and neglect .
Identify laws and policies concerning abuse/neglect in the
community/state/country.
Describe causes of abuse/neglect and what might be done by
individual citizens to promote an environment in which
abuse/neglect is less likely to occur.
Identify which people are most likely to be victims of various
forms of abuse/neglect.
List careers that provide services to victims and victimizers.
Identify clients/approaches each career is likely to serve/use.

Evaluate the factors in our society that promote abuse/neglect.

Activities:

On a bulletin board, display clippings from local/regional newspapers and listings from popular talk shows that report/describe incidences of abuse and neglect. (Students can be asked to gather these over time, so that they become aware of the frequency of such reporting).

Create a booklet identifying sources of help for abused and neglected individuals in the town, county and state. Include the type of services offered, requirements for referring people in need, funding/costs of service and other information about the agency/service provider.

Describe types of abuse and neglect found among all age levels in society. Be sure to include physical, sexual, psychological aspects as well as the abuse of power and neglect of basic emotional and physical needs.

Do library research on abuse and neglect in a chosen age level. Identify the incidence, causes and consequences of abuse/neglect and the recommended treatment of the abuser/neglector.

Divide up the task and interview police, social workers at women/children's shelters, priest/rabbi/ministers, hospital "child-life" administrators, administrators at the Office on Aging and the Division of Youth and Family Services, school guidance counselors and others who are likely to come in contact with people in need of shelter and intervention.

Review phone books, pamphlets and other materials gathered in the interviews for sources of help for victims of abuse/neglect.

View videos on abuse/neglect. Summarize the causes/consequences of abuse/neglect depicted in the video. Write reaction papers.

Write a description of instances of abuse and neglect they have known or heard about. Include only factual information and indicate the type of help the person was able to obtain. (The teacher should review these and read them to the class without disclosing the authors.) Discuss the instances, the probable frequency with which such abuse occurs, barriers to the victim's being able to protect him/herself and sources of help which may work. Identify the responsibility of the community as a whole to help prevent this abuse/neglect and what a high school student might be able to do to prevent it as well as help the victim.

Estimate the monetary costs of abuse and neglect in terms of long-term consequences, treatment/incarceration/hospitalization and loss of productivity, as well as the possibility of the continuation of the pattern of abuse and neglect from one generation to another.

Identify intervention/prevention methods that seem to work. Compare the costs the intervention/prevention programs with the monetary costs of abuse and neglect.

Categorize information obtained from the activities above.

Design an effective way of presenting the information on intervention/prevention programs in booklet form.

Calculate the costs of production and distribution.

Identify potential sources of funding.

Ask the people who were interviewed to review a draft of the booklet. Revise and print the booklet. Be sure to give each of the participants a copy of the booklet.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Give students simulated cases of abuse/neglect and ask them to identify the appropriate agency or group to contact and to describe the type of help that is available from these agencies or groups.

Use feedback from reviewers to evaluate the booklet's accuracy and presentation.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

W I. Write an Essay

- W II. Revise/Edit the Written Text of Another Writer
- Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
 - Correct nonstandard sentence structure.
 - Complete unfinished sentences.
 - Combine ideas into a well-constructed sentence.
 - Select transition words to complete a logical progression of ideas in written text.
 - Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

R I. Comprehending Narrative Text at Literal and Inferential Levels

- Characters
- Setting
- Plot
- Theme
- Vocabulary
- Literary Awareness

R II. Comprehending Informational Text at Literal and Inferential Levels

- Central Purpose
- Major Ideas
- Supporting Ideas
- Using Data Presented in Visual Form
- Vocabulary
- Research/Study Skills

R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

- Fact/Opinion
- Main Idea
- Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

**APPENDIX B: RESOURCES
DUTY E
PARENTING AND MEETING
NEEDS OF CHILDREN**

BOOKS

Draper, H.E. & Draper M.W. Caring For Children. Peoria, Illinois: C.A Bennett Co., 1979.

Draper, H.E. & Draper M.W. & Polk, L.B. Studying Children: Observing and Participating. Peoria, Illinois: C.A. Bennett Co., 1977.

Hurlock, E.B. Child Development, sixth edition. New York, NY: McGraw-Hill, 1978.

Westlake, H.G. & Westlake, D.G. Child Development and Parenting. St. Paul, Minnesota: EMA Publishing, 1992.

Note: The following books can be found in either the Glencoe Catalog, the KIDSRIGHTS (KR) Catalog or the item specified:

KR: Coping With Teen Parenting
4149 (Hard)

Glencoe: The Developing Child: Understanding Children and Parenting
Brisbane, H.E.
0-02-668-190

Glencoe: The Caring Parent
Draper, H.E. & Draper M.W.
0-02-662-8503

Price/Stern

Sloan:

Enrich: How to Discipline Children Without Feeling Guilty
Clark, Clemes, Bean; ed. by Janet Gluckman
The Whole Child Series, pub. 1985.

Price/Stern

Sloan:

Enrich: How to Raise Children's Self-Esteem
Clark, Clemes, Bean; ed. by Janet Gluckman
The Whole Child Series, pub. 1985.

Price/Stern

Sloan:

Enrich: How to Raise Teenagers' Self-Esteem
Clark, Clemes, Bean; ed. by Janet Gluckman
The Whole Child Series, pub. 1985.

Price/Stern

Sloan:

Enrich: How To Teach Children Responsibility
Clark, Clemes, Bean; ed. by Janet Gluckman
The Whole Child Series, pub. 1985.

KR: In Time and With Love
5704 (Paper)

Glencoe: Parenting and Teaching Young Children
Hildebrand
0-07028796-01

Glencoe: Parenting: Rewards and Responsibilities
Hildebrand
0-02676373-7

Glencoe: See How They Grow
0-026682206

KEY:

FHS: Films For the Humanities and Sciences
KR: Kidsrights
O4L: Opportunities For Learning

VIDEOTAPES

Video Magaz.: American Teenager "Abuse"
NP 733V

KR: Baby Alive
5647-V

KR: Baby Basics
4672-V

O4L: The Complete Baby-Sitter Video
100491-HES

Cambridge Career Products (Ford):
Creative Parenting
JJ200V

KR: Decisions
4611-V

Cambridge Career Products:
Grounded For Life
CCP0003V

O4L: Just Wait: "I'm a Virgin and Proud Of It!"
145469-HES

O4L: Level With Me: Honest Communication
145510-HES

- O4L: Looking For Love: Teenage Parents
 05503V-HES
- O4L: Nutrition During Pregnancy For Mother and
 Child
 110094-HES
- KR: Parenting Preschoolers
 5648-V
- Cambridge Career Services:
 Personal Development Series
 CCP0023V
- KR: Salt Babies
 5644-V
- Marsh Media: Self-Esteem: Believe You Are Special!
 9323W
- KR: Single, Pregnant, & Prepared
 5645-V
- KR: Super Sitters
 4671-V
- O4L: Teenage Parenting: A Hard Lesson To Learn
 Video
 014989-HES
- FHS: Teenage Pregnancy
 #GB-2378V
- O4L: Thoughts and Feelings About Pregnancy
 Video
 110377-HES

O4L: What Can I Do When I Feel Bad?
145521-HES

Cambridge Career Products:
Your Newborn Baby
AU100V

SOFTWARE

O4L: Babysitter's Manual Software
BMS-HES, Apple 48K
BMA-HES, IBM, 64K

O4L: Babysitting Basics Software
075959-HES, Apple 48K

O4L: The Babysitting Experience
HE5010-HES, Apple 48K

O4L: Beyond The Beginning-Early Childhood
HE6080-HES, Apple 48K

O4L: Beyond The Beginning- The Infant
HE6070-HES, Apple 48K

O4L: Birth Defects
059633-HES, Apple 48K
059794-HES, IBM, 64K

O4L: Child Care Software
065615-HES, Apple 48K

O4L: Child Development: Game Format Study Aid
HE3050-HES, Apple 48K

O4L: Child Development Series
110DA-HES, Apple 48K

095292-HES, IBM, 256K

Division of Human Relations Media:

Health Risk Appraisal

Apple 547-00 MSA

(can be used with Curr. Task on Child Health)

O4L: New Baby Care
NBCS-HES, Apple 48K
NBCA-HES, IBM, 64K

Glencoe: New Parenting (5 parts)
02-6361-01
02-6361-02
02-6361-03
02-6361-04
02-6361-05

O4L: The Parenting Profile
100434-HES, Apple 48K

O4L: Parenting: Three-To Six
95460FB-HES, Apple 48K

O4L: The Parent Pit
023474-HES, Apple 48K

O4L: Positive Parenting
075973-HES, Apple 48K

O4L: Pregnancy and You
PYS-HES, Apple 48K
PYA-HES, IBM 64K

O4L: Prenatal Baby Care
740A-HES, Apple 48K
740B-HES, IBM 64K

O4L: Prenatal Development And Childbirth
HE4050-HES, Apple 48K

Division of Human Relations Media:

Values: Where Do You Stand?

Apple ES 609 A

(can be used with Curr. Task #1 to correlate with
Challenge Model)

O4L: Watchword Rummage: Child Development & Parenting
Software

145498-HES, Apple 48K (5.25" disk)

145499-HES., Apple 48K (3.5" disk)

O4L: Young Parent, Young Child
95450FB-HES, Apple 48K

FILMSTRIPS

O4L: Avoiding AIDS: What You Can Do
101547-HES

Glencoe: Babysitting
0-02-642510-6

O4L: Babysitting Filmstrip Set
642510-HES

O4L: Birth Defects: Too Late To Change
015011-HES

Glencoe: Careers Helping Children
0-02-643920-4

Glencoe: Caring for Preschoolers
0-02-636440-9

Glencoe: Caring for Toddlers
0-02-636430-1

Glencoe: Child Abuse and Neglect
0-02-636740-8

Glencoe: Child Care: Challenges and Rewards
0-02-662950-X

Glencoe: Child Development: Ages and Stages
0-02-643870-4

Glencoe: The Developing Child
0-02-642670-6

Glencoe: Helping Children Grow
0-02-636380-1

Glencoe: Infant Care
0-02-636420-4

Glencoe: On The Job
0-02-636370-4

Glencoe: Pregnancy: It's Easy To Have a Baby;
It's Hard To Raise A Child Filmstrip Set
073412-HES

Glencoe: Prenatal Care
0-02-636410-7

Glencoe: The Prenatal Period and Infancy
0-02-636320-8

Glencoe: The Preschooler
0-02-636340-2

Glencoe: The School-Age Child
0-02-636350-X

Glencoe: Starting Out Healthy: Maternal & Infant Nutrition
0-02-636610

FHS: Teenage Pregnancy
GB-2378

Glencoe: The Toddler
0-02-636330-5

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.
135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics
P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.
Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.
Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.
Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues
P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management
P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

Life Skills Center, Montclair State. Funded through PL 101-392.
E-47

**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

Life Skills Center, Montclair State. Funded through PL 101-392.

E-49

Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

J. Weston Walch

Publisher

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

**Duty F : MAINTAINING INDIVIDUAL AND FAMILY HEALTH
THROUGH NUTRITION**

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Duty F: **Maintaining Individual and Family Health
through Nutrition**

Task .01: Plan food consumption for self/family/others in various
stages of the life cycle

Performance Objective:

Condition: Dietary guidelines
Food preferences
Budgets
Resources

Task: Plan food consumption for self/family/others
in various stages of the life cycle

Standard: Food consumption is planned to meet the
Recommended Dietary Allowances for age
and gender, with sufficient intake to meet
individual needs, maintain ideal weight
and provide aesthetic appeal.

Performance Steps:

Review dietary guidelines.
Identify nutritional needs of an individual using the Recommended
Daily Allowances, the Food Guide Pyramid and the Dietary
Guidelines for Americans.
Prepare a food budget.
Plan meals to satisfy needs according to individual food
preferences and/or dietary restrictions.
Plan healthy snacks.
Analyze the meals planned according to available resources (time,
money, storage space, etc.), nutritional content and aesthetics.
Evaluate the plans.

Enabling Objectives:

Identify the food groups in the Food Guide Pyramid.
Describe the Dietary Guidelines for Americans.
Describe advantages of using the Food Guide Pyramid to plan meals.
Identify the key nutrients in foods and their functions.
Identify the goals of meal management/methods of achievement.

Creative Activities:

Ask student(s) to

- Describe the principles behind a healthy diet plan.
- Establish methods to evaluate meals to determine if they are nutritionally well-balanced.
- Record daily food intake for a given period of time and analyze it for nutrient value and pattern of eating habits.
- Analyze meals planned to determine nutritional content, using either a computer program or tables of composition.
- Prepare questions to ask a registered dietitian or an obstetrician about the importance of proper diet and nutrition during pregnancy. Schedule a class presentation.
- Plan a daily diet for a lactating mother. Modify the mother's diet to meet the change in her nutritional needs as the baby is being weaned.
- Research nutritional and other benefits of breast feeding versus bottle feeding an infant. List reasons for selection of one method over the other. Debate this topic.
- Interview a registered dietitian or pediatrician concerning the introduction of solid foods to infants. Include questions about developmental readiness as well as nutritional needs.
- Use a bulletin board, poster, brochure or other format to illustrate recommended ages for the introduction of solid foods to infants and appropriate foods to introduce at various ages.
- Compare the cost of prepared baby food with baby food made at home in a blender.
- Plan a day's meals for a preschooler who does not drink milk. Incorporate hidden sources of milk in the diet.
- Describe symptoms associated with milk consumption by an individual with lactose intolerance. Describe methods of including dairy products in the diet that will not trigger symptoms.
- Plan and prepare appropriate snacks for a preschooler.
- Describe the nutritional needs that are constant throughout the lifecycle and those that change.
- Observe the variety of convenience meals available in grocery stores to evaluate products used by their target market. Prepare a survey form listing specific characteristics to observe such as colors on labels, label information included, food items included. Summarize findings.

- Write a commercial for a healthy snack targeted to the six/twelve age group. Produce the commercial on videotape for class viewing.
- Tour a company cafeteria of a local business. Observe the menu and discuss with staff what meal choices are offered and why. Prepare questions before the tour.
- Observe a geriatric center at mealtime. Interview the dietician or food service supervisor about the special problems that one faces when planning and serving meals to the elderly.
- Prepare a lunch for a local senior citizens' group. Prepare foods that are easy to chew/digest, yet are flavorful and attractive. Serve the lunch and evaluate the results.
- Design a poster to depict foods for a teenager for a day that will meet his/her nutritional needs, yet not exceed his/her caloric intake.
- Analyze reasons that adults, even in an affluent society, may have nutritional deficiencies. Make suggestions for eliminating these deficiencies.
- Plan and prepare a nutritious snack for children, to be served at a nursery school. Note their reactions to the foods served and discuss them as a class.
- Identify registered dietitians who could speak to the class about nutritional needs of people at different stages in the lifecycle. Select one to give a class presentation. Prepare questions for the discussion.
- Plot the growth rate of a child from infancy through puberty on a graph. Consult with a pediatrician for periods of maximum growth. Plan a diet for those times when growth is at its peak rate.
- Compare various types of eating establishments in terms of the types of lunches available, their nutrient content, method of food preparation and their cost. Tour various types.
- Conduct a dietary analysis on a computer to determine the nutritive value of the various meals planned. Modify and correct any meal plans that have deficiencies.
- Chart and analyze the psychological effects food can have on people and how psychological influences may alter food habits.
- Analyze various food commercials or advertisements. Explain their appeal to consumers and cite information offered concerning a food product.

- Establish methods to evaluate ethnic meals to determine if they are nutritionally well-balanced. Compare nutrient contribution of food groups to the diets of various ethnic groups.
- Observe the types of lunches available at various ethnic eating establishments. Analyze nutritional value of food package options (burger, fries and coke; egg roll, lo mein and hot tea; etc.)
- Investigate differences in American eating establishments as compared to eating establishments in other countries.
- Investigate food patterns of ethnic groups living in their community. Include common food items, methods of food preparation, meal formats, nutritional implications and shopping habits.
- Compile a collection of cartoons, advertisements, jokes, pictures, stories and other media that illustrate factors influencing food habits. Include climate, trade, politics, health, beliefs, advertising. Compare the effect of these influences on different ethnic groups.
- Compare and contrast dietary restrictions of Judaism, Islam, Buddhism, Hinduism, and Catholicism. Select a food of some significance to one of the religions. Research the food and the practices surrounding its use. Report findings to the class and share information.
- List foods characteristic of each of the following regions in the United States and trace their origins: Midwest, Deep South, New England, Southwest, and Pacific Coast.
- Predict future changes in society's food consumption.
- Summarize a class presentation by a psychologist or a psychiatrist about how perceptions of various foods can influence responses to the foods.
- Tour a museum that contains historical cooking and hunting utensils. Prepare lists of utensils and techniques from the period. Do research to improve the information cards explaining the displays.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Computer analysis of the convenience meals planned following the Recommended Daily Allowances for life-cycle stage will be evaluated. Research projects, charts, class presentations will also be evaluated as evidence of task completion.

Written tests will be used to determine knowledge of meal planning according to nutritional needs and guidelines. Food classification sheets will be graded as well.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty F: **Maintaining Individual and Family Health
through Nutrition**

Task .02: Establish plan for achieving/maintaining appropriate
weight

Performance Objective:

Condition: Students at various weight levels
Knowledge of teenage dietary patterns
Scales of recommended "ideal" weights based on
age, height and build
Recommended Dietary Allowances for caloric
intake and dietary guidelines for fat intake

Task: Establish plan for achieving/maintaining
appropriate weight

Standard: A diet is followed that provides nutrients
according to Recommended Daily Allowances and
eliminates fad dieting and other examples of
unhealthy eating.

Performance Steps:

Determine current weight.
Consult references to determine desired weight level (consider age,
height, build, sex, activity patterns and basal metabolic rate).
Calculate weight to be gained or lost.
Brainstorm diet options and strategies.
Determine caloric requirements to maintain ideal weight.
Create an appropriate diet to provide for weight adjustment.
Create a plan for maintaining weight.
Evaluate plans for viability and nutritional value.

Enabling Objectives:

Describe the key nutrients and their sources.
List the caloric equivalents of one gram of protein/fat/carbohydrate.
Describe the relationship of exercise, rest and good nutrition to
wellness, physical fitness and performance.

Estimate daily caloric needs based on body frame, age, sex, size, and generalized physical activity.

Analyze a diet for hidden calories.

Define obesity and describe its dangers.

Identify the causes of weight problems and eating disorders.

Evaluate goods and services offered for weight management.

HSPT: W-I R-II d, e, f R-IV b M-III c M-IV a-c
(See Appendix A)

Activities:

Initial Activities:

Display commercially available weight control items such as Ultra Slim Fast, Dynatrim, etc.

Display enrichment foods such as Sustacal or Ensure.

Videotape and show T.V. commercials for Jenny Craig, Nutrisystems or any other advertised weight loss program.

Display copies of balanced weight reduction diets.

Challenge Activity:

Students plan four sets of menus for a one-week period: **Menu 1:** to provide an underweight teen with sufficient calories to achieve a weight gain of two pounds per week. (Remember when adding high calorie foods to make them nutrient rich. **Menu 2:** to provide an overweight teen with a well-balanced diet, sufficiently low in calories to achieve a weight loss of two-three pounds per week. **Menu 3:** a maintenance diet to allow a teen to maintain his/her ideal weight. **Menu 4:** a maintenance diet for a teenage athlete to maintain the ideal weight for competition.

Creative Activities:

Ask student(s) to

Record their weight and height, if confidentiality can be assured. Compare the results to standard tables for height and weight. Emphasize realistic weight expectations.

Using case studies, locate weights on a height-weight chart. Include examples that represent underweight/overweight/acceptable weights. Students can compare their own weights to the case studies on an individual basis.

Record their food intake for a 24-hour period and analyze it for nutrient value and caloric intake using a computer or

- handbooks of nutrient content. List their physical activities for the same 24-hour period and estimate their caloric needs.
- Use the American Diabetic Association Food Exchange Lists to estimate the caloric content of a day's menus. Compare results to those obtained using the computer or handbooks of nutrient content.
- Compare costs of various high calorie food supplements.
 - Taste and rank according to preference. Research the pro's and con's of these supplements, including reported effectiveness.
- Compare cost of various weight-loss products: Ultra Slim Fast, Dynatrim, Jenny Craig meals, Nutrisystem meals, frozen reduced calorie meals on a cost-per-serving basis.
- Taste various weight loss products and evaluate them based on flavor, texture, appearance and satiety value.
- Examine the different types of fad diets that are advertised and evaluate them based on the Recommended Dietary Allowances.
- Examine one or more diet aids (Dexatrim) available without prescription. List pros and cons regarding its use.
- Investigate the dangers of rapid weight gain and rapid weight loss. List specific examples of individuals involved in this type of practice (athletes). Suggest alternative means of attaining goals.
- Interview personnel at a weight reduction center. Report the findings to the class. (Findings should include costs, strategies, programs, target populations, staff training, etc.)
- Prepare questions for a psychologist concerning psychological reasons for eating disorders/possible methods of treatment. Ask questions at a class presentation.
- Analyze meals planned to determine nutritional content, using a computer program.
- Describe the principles of a healthy reducing diet.
- Repeat their dietary analyses six weeks after the original. Compare the two analyses for any changes/improvements.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer, or self evaluation.

Check computer analyses of the meals planned and dietary improvements to ensure that a diet is being followed which follows Recommended Daily Allowance guidelines and eliminates fad dieting and other unhealthy eating habits. All written information, including cost comparisons, product evaluations, charts and graphs and all research projects are to be graded as part of the total evaluation of the completed task. Comparison of the "before and after" dietary analyses will be used to determine if students are incorporating what they have learned in their daily food selections.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty F: **Maintaining Individual and Family Health
 through Nutrition**

Task .03: Improve teenage eating habits

Performance Objective:

Condition: Dietary guidelines
 Teenage eating habits
 Time schedule
 Budget
 Available foods

Task: Improve teenage eating habits

Standard: Teenage eating habits are improved to meet the
 Recommended Dietary Allowances, maximize
 health, and harmonize with teen lifestyle.

Performance Steps:

Analyze an individual's eating habits, intake and preferences.
Apply dietary guidelines to an individual's diet.
Identify the foods liked and disliked by an individual.
Make a food budget.
Select foods based on guidelines.
Plan eating times to reflect different eating habits/ethnic influences.
Analyze meal plans and snacks according to available resources
 (time, money, storage space, etc.).
Modify the plan as needed.

Enabling Objectives:

List social engagements that involve eating.
Classify foods according to food groups.
Identify the key nutrients in foods.
Classify foods according to their nutrient content.
Analyze and compare food products on a cost-per-serving basis.
Select the appropriate methods for storage for various foods.
Identify the goals of meal management and how to accomplish them.
Analyze the effect culture can have on food habits.
Discuss the social importance of food.
Analyze societal attitudes about body size and shape.

HSPT: W-II c, f R-II c-f R-IV b M-IV a-c (See Appendix A)

Activities:

Initial Activities:

Display photographs of interesting and attractive foods.
Have students list their favorite food for a specific meal or snack.
Have students list their least favorite foods for a specific meal/snack.

Display and distribute lunch menus from regular restaurants, fast food eateries, and various high school lunch programs.

Ask students to list what they ate at lunch.

Ask students "If you could purchase any foods in our school cafeteria for lunch today, what would your choice or choices be? Why?"

Have students compare the price of the school cafeteria lunch and the same menu from restaurants.

Challenge Activity:

Design and conduct a survey to determine what factors influence food choices and to record eating habits in the high school. Analyze nutrient intakes according to the Recommended Dietary Allowance and plan modifications to improve teen diets where necessary.

OR

Ask students to develop a week's menus for lunches to be prepared and served in the school cafeteria that appeal to high school students and are nutritionally adequate. Prepare a poster or bulletin board showing how menu items provide nutrients often deficient in teen diets. Prepare advertising material to "sell" the menus to other students.

Creative Activities:

Ask student(s) to

Determine the minimum cost at which the lunch could be sold without suffering a financial loss.

Analyze and compare food prices on a cost-per-serving basis.

Investigate trends/specific influences on eating habits of students in their school. Include the influence of school events such as sports activities and tests.

Investigate trends/specific influences on eating habits in your school.

Plan meals/snacks to include nutrients often deficient in teen diet. Trace any recent changes in meal patterns in their families. Compare with other students and with current trends in meal consumption. Determine how and why changes occurred. Analyze media advertising and draw conclusions about how they encourage people to try new foods. Write a commercial for a new food product.

Interview either during or after class, a registered dietitian, a dietetic technician, chef, food service manager, nutrition counselor, food advertiser or other professional in the food science/service industry. A predetermined, open-ended interview should include questions on job responsibilities, training and education, pros and cons, strategies for meeting needs and wants of clients and other areas of student interest related to these professional fields of employment.

Communicate with students in different communities and compare eating habits and food choices.

Research rules and regulations governing the federal School Lunch Program and the School Breakfast Program. Include required foods, procedures and donated commodities.

Conduct a survey of students to determine the amount of money they have available for lunch and the amount they are willing to pay for specific menu items.

Develop advocacy plans to improve or modify school lunches. Use research on students' food habits and nutritional needs and on the School Lunch Program as a basis for recommending changes.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Written results of the survey, tabulation and interpretation of data will be evaluated. Written meal plans of well-balanced meals which meet the Recommended Dietary Allowances while appealing to the high school students are to be graded. Meal plans corrected after analysis are to be included as part of the overall evaluation.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

**Duty F: Maintaining Individual and Family Health
 through Nutrition**

Task .04: Plan meals to meet special dietary needs

Performance Objective:

Condition: Family members with varying health conditions
 Varying dietary needs because of medical status
 Budget
 Schedules of family members

Task: Plan meals to meet special dietary needs

Standard: Special needs meals are created which meet
 medical standards for the condition, are
 aesthetically appealing, tasty, and designed
 within budget.

Performance Steps:

Identify medical conditions that require diet modification such as
 diabetes, ulcers, heart problems, allergies, anemia and others.
Identify the necessary dietary modifications for each of above.
Plan medically restricted meals that are nutritionally well-
 balanced.
Consult a physician/dietitian to determine safety of meals planned.
Modify the meal plans as the prescribed diet changes.
Evaluate.

Enabling Objectives:

Describe the key nutrients and list sources of each.
Identify various medical conditions which require special diets.
Research medical conditions and their dietary restrictions.
Define various medical terminology: LDL (low density lipoprotein),
 HDL (high density lipoprotein), lactose intolerance.
Describe the impact of diet modifications on health and on resources.
Calculate the cost of food products needed on restricted diets.
Apply information to planning meals to meet special dietary needs.
Communicate in oral and written forms.

HSPT:	W-I	W-II f	R-I e	R-II d-f	R-III g
	R-IV b	M-I f	M-II g	M-III b	M-IV a-c
	M-V b, c				

(See Appendix A)

Activities:

Initial Activities:

- Display a variety of menus from a hospital. Include ones for various dietary restrictions.
- Display packages of food that are "cholesterol free."
- Display packages of food that are "salt free."
- Display packages of food that have the term "dietetic" on them.
- Ask students if any members of their families have ever been on a "special diet." Indicate that you are not talking about a weight reduction diet, but one that has a direct medical cause (such as any of the conditions listed in the performance steps).

Challenge Activity:

- Have each student choose one medical condition that requires a special diet. Plan a week's worth of menus. Analyze the meal plans on a computer to assess nutritional adequacy.
- Write a report about the disease and share your information with the class in a creative fashion. After everyone has shared information, make a chart of all of the medical problems presented and the dietary modifications for each.

Creative Activities:

Ask student(s) to

- Identify an obstetrician or a registered dietitian who could speak to the class about the importance of proper diet and nutrition during pregnancy, particularly for a diabetic woman or one with any other medical problem.
- Identify the special needs of diabetic women during pregnancy and lactation.
- Research the role of fats, (mono-unsaturated, polyunsaturated, saturated) on cholesterol levels in the blood.
- Explain the difference between LDL and HDL in cholesterol measurement.
- Plan meals that include foods that tend to raise HDL.
- Explain the role of factors such as heredity/physical exercise on cholesterol levels.

- Research normal blood glucose and blood cholesterol levels.
- Prepare questions for a registered dietitian following a class presentation on special medical diets. Include the importance of proper medical supervision.
- Compare and contrast the principles behind a low cholesterol and a low-fat diet. Cite medical conditions that would require either or both.
- Use the American Diabetic Association Food Exchange Lists to plan meals for special needs.
- List the causes of diabetes and describe dietary restrictions for different types of the disease. Explain the importance of snacks in meal planning for diabetic patients. Explain the role of medications in controlling diabetes.
- Identify the elements of an ulcer diet. Research how this diet has changed over the last two decades. Explain the role of medication in controlling ulcers.
- Identify common food allergies. List substitutes that can be included in the diet of an allergic individual so that daily nutritional needs are met.
- Describe the special requirements of a patient on a renal diet. Explain possible consequences when the renal diet is not properly followed.
- Describe difficulties in meal planning for a family when one or more persons require special diets. Suggest ways to eliminate some of these difficulties.
- Define iron deficiency anemia. Cite possible causes. List ways in which diet can improve this condition.
- Tour an acute care facility to see the dietary department. Observe how the staff differentiates one type of special diet from another.
- Research the relationship of diet to the development of certain types of cancers. Consult with the American Cancer Society about what foods to avoid and which to include in their daily meal plan.
- Survey a local supermarket. List products that are labeled salt free, cholesterol free, dietetic, etc.
- Compare the cost of special products with those that are similar but not specially prepared for dietary reasons. Purchase some of the special foods and taste them. Evaluate their flavor, texture and appearance.
- Question a physician or a registered dietitian to determine how frequently a person may require multiple dietary modifications

because of several medical conditions. Determine the necessity of vitamin and/or mineral supplements in these cases.

Examine the label of a product that is used to "tube feed" individuals. List the nutritional conditions that would require this type of treatment.

Describe the principles behind a healthy diet plan. Suggest ways to minimize extra work and preparation in a family when one or more members require special diets.

Criterion-Referenced Measures-Evaluation

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Computer analysis of the meals planned, following the Recommended Dietary Allowance with dietary modifications based on health needs, will be evaluated. Research projects, charts, class presentations will also be evaluated as evidence of task completion. Written tests will include coverage of information presented on the medical conditions and dietary modifications they require.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

W I. Write an Essay

- W II. Revise/Edit the Written Text of Another Writer
- Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
 - Correct nonstandard sentence structure.
 - Complete unfinished sentences.
 - Combine ideas into a well-constructed sentence.
 - Select transition words to complete a logical progression of ideas in written text.
 - Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

R I. Comprehending Narrative Text at Literal and Inferential Levels

- Characters
- Setting
- Plot
- Theme
- Vocabulary
- Literary Awareness

R II. Comprehending Informational Text at Literal and Inferential Levels

- Central Purpose
- Major Ideas
- Supporting Ideas
- Using Data Presented in Visual Form
- Vocabulary
- Research/Study Skills

R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

- Fact/Opinion
- Main Idea
- Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

APPENDIX B: RESOURCES
DUTY F
MAINTAINING INDIVIDUAL AND FAMILY
HEALTH THROUGH NUTRITION

BOOKS and Articles

- Clark, Nancy. Sport: Nutritional Guidebook. Charleston, West Virginia: Cambridge Home Economics, 1990.
- Dietary Guidelines For Americans. Washington, DC: United States Department of Agriculture, 1990.
- Discovering Food Spoilage. Ohio Family Life Education Guide.
- Exchange Lists for Meal Planning. Chicago, IL: The American Diabetes Association, Inc. and The American Dietetic Association, 1989.
- Ferguson, Judith. More From Your Microwave. New York: Gallery Books, 1989.
- Gaskins. "Help! I'm Too Fat, Thin, Tall, Short." Choices Magazine. February 1991.
- Largen, Velda L. Guide To Good Food. South Holland, Illinois, Goodheart Wilcox Company, 1988.
- Neiditch, Jean. Weight Watcher's Quick Success Program Cookbook. New York: NAL Books, 1988.
- North Carolina Greenhouse Vegetable Newsletter. Raleigh, North Carolina: North Carolina State University.
- "Snacking Smart." Choices Magazine, May, 1991.
- Stephen, James M., Assoc. Prof. & Extensions Vegetable Crop Specialist. EPCOT OUTREACH: the Land, Walt Disney World, Vegetable Crops Department IFAS University of Florida, Gainesville, Florida.
- You and Your Kitchen (booklet), National Bath and Kitchen, 124 Main Street, Hackettstown, New Jersey.

KEY: LS: The Learning Seed
CHE: Cambridge Home Economics
PLP: Projected Learning Programs

VIDEOTAPES

LS: The Best Breakfast
#90 VHS

LS: The Fats of Life
#65 VHS

CHE: Fish and Eggs
KN 500V VHS

CHE: The Frugal Gourmet International Cooking II Series
CCPFG2SV

LS: Food and Cancer Prevention
#85 VHS

CHE: Meat
KN 200V VHS

LS: Nutrition Kit- Eating Sensibly
#35 VHS

LS: Pasta Presto
Order # 97 VHS

CHE: Poultry
KN 100V VHS

LS: Produce
#140 VHS

LS: Snackology- Have Your Snacks and Eat Them Too
#112 VHS

LS: Supermarket Persuasion- How Food is Merchandised
#132 VHS

CHE: Vegetables
KN 300V VHS

LS: Vitamin Basics
#55 VHS

LS: What's in the Foods- Additives
#59 VHS

LS: Winning the Grocery Game
#60 VHS

SOFTWARE

PLP: Calorie Awareness Training
Order # H3691119AP
Order # H3691119IB

PLP: Cholesterol Conscious
Order # H3781162AP

LS: Cholesterol Countdown- Control Your Cholesterol
118 Apple

LS: Fast Food Microguide
#22 Apple
#22 IBM (Specify 3 1/2" or 5 1/4" floppy)

LS: Fat Jack
#72 Apple

CHE: Grease
DD100A
DD100I

LS: The Grocery Games
#23 Apple

PLP: Nutrient Analysis
Order # H378119AP

CHE: DD900A
DD900I
DD900M

CHE: Salty Dog
DD600A
DD600I

LS: Snackmonster
#45 Apple
#45 IBM

PLP: Snackmonster- (Can You Solve the Nibbler's Dilemma?)
Order # H3691157AP
Order # H3691157IB

PLP: Think Thin- Lose To Win
Order # H3781160AP

LS: Understanding Food Labels
#83 Apple or #83 IBM

LS: Weightcalc
#71 Apple
#71 IBM

LS: And What Did You Eat Yesterday?
#57 Apple
#57 IBM (Specify 3 1/2" or 5 1/4" floppy)

CHE: You Are What You Eat
DD700A
DD700I

FILMSTRIPS

LS: Pasta Presto
#97 FS

LS: Produce
#140 FS

LS: Supermarket Persuasion- How Food is Merchandised
#132 FS

LS: Vitamin Basics
#55 FS

LS: What's in the Foods-Additives
#59 FS

LS: Winning the Grocery Game
#60 FS

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.
135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics
P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.
Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.
Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.
Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues
P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management
P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

295

**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

297

Life Skills Center, Montclair State. Funded through PL 101-392.
F-31

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McGraw-Hill**
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Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**

Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

299

Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

J. Weston Walch

Publisher

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

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Duty G: Managing Food Selection and Preparation to Meet Nutritional Needs

Task .01: Purchase food

Performance Objective:

Condition: Meal plans
 Current food supplies
 Dietary needs of family
 Budget time

Task: Purchase food

Standard: Food is purchased to meet the nutritional needs of a family within a budget.

Performance Steps:

Determine dietary needs of family members.
Organize a shopping list for a specified length of time/number of meals.
Select foods based on food preferences and nutritional guidelines.
Make a food budget.
Select a store based on features that best meet family needs.
Follow a shopping list.
Select and use appropriate storage methods for food purchases.

Enabling Objectives:

Classify foods according to their location in the supermarket.
Compare food prices on a cost-per-serving basis.
Evaluate shopping techniques for the most efficient use of time and money.
Analyze the effect of labeling, open dating, unit pricing, generic products, the universal product code and knowledge of food supply issues on consumers' shopping behavior.
Describe appropriate methods for the storage of foods.
Identify ways of reducing costs without sacrificing nutritional value.
Discuss marketing techniques used to entice consumers to make additional purchases.

HSPT: W-II c-f R-IV a, b, d, M-I e, f M-IV a
(See Appendix A)

Activities:

Initial Activities:

- Display advertisements from various supermarkets.
- Distribute a shopping list containing items from several departments in the supermarket. Have students identify which foods can be found in which areas and in what order they would do their shopping.
- Have students bring in store and manufacturers' coupons. Classify foods according to the supermarket departments.

Challenge Activity:

- Design and create a supermarket board game. The shopper who gets through the supermarket as quickly as possible while staying within a given budget and selecting foods of high nutritional value in the appropriate order is the winner.

Creative Activities:

Ask student(s) to

- Draw floor layouts of several supermarkets of comparable size.
- Record and compare prices of several items in each store.
- Analyze the results.
- Price a list of foods at a farmer's market, a small local store or bodega, or a roadside stand. Compare to prices in their local supermarket. Analyze the results.
- Record prices of similar items from local supermarket advertisements. Compare prices at different stores. Research reasons for differences in prices.
- Evaluate the most economical method to purchase foods by comparing prices, time and commuting costs.
- Compare the cost-per-serving of items made from scratch to dry mixes, frozen foods and ready-prepared foods (ex. macaroni and cheese).
- Display food stamps and WIC coupons. Identify restrictions on the types of food which may be purchased with each.
- Describe methods of paying for purchases. Investigate services available in local stores, such as check cashing cards, automated teller machine (ATM's), acceptance of credit cards, etc.
- Summarize the results.

Create a method of managing a kitchen inventory and of recording needs for groceries and supplies.

Interview their parents to determine the amount of money and the percentage of income spent on food. Research state and national food expenditures. Compare state and national figures to those obtained by interviewing their parents.

Research differences in food purchases at different income levels. Include differences for both food groups and for choices within groups.

Clip articles from newspapers and magazines on hunger, famine, and food shortages in the United States and throughout the world. Prepare a bulletin board with the articles. Include a world map to illustrate where food problems occur.

Find newspaper and magazine articles that emphasize family participation in food production projects in inner cities. Research the availability of garden plots in their community.

List farmer's markets that operate in or near their community. Tour a farmer's market to determine types of foods available, dates foods are available, prices, etc.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Written results of the cost comparison, tabulation and interpretation of data will be included to show that the student has learned to purchase food of high nutritional quality with an awareness of prices. Student participation in the board game developed and their own assessment of the game is a major component of the evaluation.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

**Duty G: Managing Food Selection and Preparation to Meet
 Nutritional Needs**

Task .02: Prepare fruits and vegetables

Performance Objective:

Condition: Dietary guidelines
 Time schedule
 Fruits, vegetables, recipes, equipment available

Task: Prepare fruits and vegetables

Standard: Fruit and vegetables are prepared to satisfy daily
 nutritional needs, to be aesthetically appealing,
 and to preserve color, texture and flavor.

Performance Steps:

Review dietary guidelines.
Plan a meal.
Plan a time and work schedule.
Select and read recipe(s).
Assemble ingredients and utensils.
Follow the recipe(s).
Serve the food/meal.
Clean up.

Enabling Objectives:

Classify fruits/vegetables according to nutrient values/fiber content.
Describe how to properly select/store fruits and vegetables.
Compare the principles/methods of fruit/vegetable cookery.
Classify eight parts of a plant that are used as food and list examples.
Describe assorted sauces and toppings to be used with vegetables.
Describe safe and sanitary measures when handling and cooking
fruits and vegetables.

HSPT: W-II a R-II a, b, d-f M-II i M-IV d
 (See Appendix A)

Activities:

Initial Activities:

- Display pictures and packages of fresh/canned/frozen/dried fruits and vegetables.
- List students' likes and dislikes of fruits and vegetables.

Challenge Activity:

- Have students develop a new recipe for their favorite fruit or vegetable. Prepare it and serve it to the class. Determine the cost-per-serving.

Creative Activities:

Ask student(s) to

- Observe and list the chemical and physical changes that take place in fruits and vegetables when they are cooked.
- Conduct an experiment to determine the effect of acid and alkali on the pigments of vegetables.
- Examine recipes for fruits and vegetables. Summarize findings including cooking methods, cooking times, seasonings, sauces, toppings, role of recipes in meals, etc.
- Conduct a controlled experiment. Cook a small amount of green beans varying the amount of water used, the length of cooking time, covering and uncovering the pot, microwaving, etc.
- Slice a banana. Place half of the slices on a plate and set aside. Dip the remaining slices in lemon juice and place on a plate to be set aside. Compare slices thirty minutes later. Record and report results. Explain results.
- Visit the produce section of a grocery store. Classify fruits and vegetables observed according to the part of the plant. Suggest at least one way that each may be included in a meal.
- Purchase different varieties of the same fruit and compare in terms of shape, size and color. Sample each to compare flavor, color and texture. Record your results.
- Sample and compare one type of fruit and one type of vegetable in all of its available forms (fresh, canned, frozen and dried). Note differences in flavor, texture and color.
- Use a computer-based program to do a nutritional analysis of different types and recipes for one fruit and one vegetable.
- Plan a day's menus that include the number of servings of fruit and vegetables recommended by the Food Guide Pyramid. Follow guidelines for aesthetically pleasing meals.

Review creative activities from Duty F on ethnic food patterns.

Describe fruit and vegetables commonly used and preparation techniques used. Prepare and evaluate ethnic fruits and vegetables.

Purchase and prepare fruits and vegetables with which the students are not familiar. Select a variety of cooking techniques.

Compare cooking methods and results.

Develop a schedule for preparation of fruits and vegetables, in the lab and in another hypothetical situation. Start with the serving time and work backwards to include all necessary activities.

Include work assignments when more than one person is cooking.

Survey fresh fruits and vegetables in a local supermarket, grocery store or bodega. Observe differences in storage for different fruits and vegetables. Compare to recommended procedures for the storage of fresh fruits and vegetables in the home.

Develop a score card for evaluating cooked fruit and/or vegetables.

Include standards such as shape, color, texture, flavor.

Develop graphs or charts comparing the nutritive value of fruits and vegetables. Include fruits and vegetables. Include fruits and vegetables high in fiber, water, vitamin A, and vitamin C.

Examine recipe books/magazines for examples of fruit and vegetables used as edible garnishes. Prepare a bulletin board/poster depicting examples. Describe aesthetic benefits of including the garnishes such as color, texture, flavor.

Identify principles of roux preparation. Vary a basic roux to prepare sauces and toppings suitable for use with vegetables.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer, or self-evaluation.

Teacher observation of the finished product will be conducted.

Classification sheets of fruits and vegetables, based on their nutrient content, will be graded as well as all written lab reports.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty G: Managing Food Selection and Preparation to Meet Nutritional Needs

Task .03: Prepare protein foods

Performance Objective:

- Condition: Protein options
Time available
Recipes
Equipment
Resources (spices, mixes, etc.)
Nutritional needs of family
- Task: Prepare protein foods
- Standard: Protein foods which are high in essential nutrients are prepared to be aesthetically appealing and preserve their texture, flavor and color.

Performance Steps:

- Identify dietary needs/preferences of an individual or family.
- Generate food options that meet family needs.
- Plan a meal.
- Plan a time and work schedule.
- Select and read recipe(s).
- Assemble ingredients and utensils.
- Follow recipe(s) according to principles of protein and fat cookery.
- Serve the food/meal.
- Clean up.

Enabling Objectives:

- List foods in the protein group.
- Describe factors affecting the selection of protein foods.
- Identify the nutritional value of protein foods, including the amount/type of fat and the amount of cholesterol.
- Describe the changes that protein undergoes during the cooking process.
- Describe the grading practices for meat/poultry and meat/poultry products.
- Identify methods of meat storage to maintain freshness and quality.

List various meat alternatives or substitutes.
 Compare prices of various protein foods on a cost-per-serving basis.
 Analyze the nutritional content of vegetarian diets, including ovo-vegetarian, lacto-vegetarian and vegan diets.
 Evaluate benefits/dangers of vegan diet to a teen's health.
 Explain the term "serving size" as used on package labels.
 Describe cuts of meat.
 List the principles of meat cookery.
 List the methods of meat tenderizing.
 Describe safe and sanitary measures for handling food/cooking.
 Explain the causes of food spoilage in meat, fish, poultry and eggs.
 List the principles of egg cookery.
 Explain the roles of eggs such as binding, leavening in other foods.
 Define terms such as coagulation/marbling/syneresis/emulsion.

HSPT: W-II a, c, d, f R-I e R-II d-f R-III f, g
 R-IV b M-II g, i M-III b, c M-IV a-b, d
 M-V c (See Appendix A)

Activities:

Initial Activities:

Display pictures and packages of assorted products that are high in protein (meats, fish, seafood, poultry, eggs, peanut butter, soybeans, etc.).
 Ask students to list whatever foods they ate from the protein group the previous day.
 Ask students to list their favorite/least favorite food or foods from the protein group.
 Survey the class to determine if any of the students are vegetarians.
 Ask students if they have ever eaten a meal comprised totally of foods of plant origin.

Challenge Activity:

Plan and prepare an international tasting buffet lunch to be served to teenagers. Include entrees from different foods in the protein group. Calculate the cost of the various foods on a cost-per-serving basis. Select the safest methods for storing the foods before and after they are cooked.

OR

Plan and prepare a vegetarian dinner to be served to teenagers. Use a variety of legumes, nuts, grains, fruit and vegetables to be served in interesting ways.

Creative Activities:

Ask student(s) to

- Develop a chart that depicts types and cuts of meat available at a local supermarket. Compare the appearance of beef, veal, pork and lamb. Notice what variety meats are available.
- Examine the ways frozen and fresh chilled poultry are packaged. Explain the problems associated with improper packaging.
- Make a list of different kinds of finfish and shellfish available in their area. Suggest an appropriate preparation technique for each. Create a bulletin board emphasizing the variety available.
- Compare eggs of different sizes according to weight/appearance/cost.
- Plan and order the times at which various foods are to be cooked so that they are completed in an acceptable time frame. Make work assignments for each student involved in the preparation.
- Examine recipes for meat-group foods in various cookbooks. Observe variations in cooking techniques, seasonings, cooking times, etc.
- Make a chart listing the different grades of meat. List the different cuts of meat available for beef, veal, lamb and pork.
- List six different methods for cooking meat and cite examples of ways for cooking the different cuts of meat. Explain why different cooking methods are appropriate for different cuts of meat.
- Compare the cost-per-serving of boned/boneless steaks or roasts.
- Prepare two identical cuts of meat. Cook one in a conventional oven and the other in microwave oven or other alternative method. Compare cooking times/appearance/flavor/tenderness/juiciness.
- Use the exchange lists of the American Diabetic Association to classify protein foods as lean, medium-fat, or high-fat. Collect pictures from magazines and prepare a bulletin board showing the classifications.
- List five different methods for cooking poultry and the types of poultry that are suitable for each method.
- Sample a variety of already prepared and unprepared poultry products. Calculate the cost-per-serving of each.
- Plan a day's menus that include the number of servings of meat and other protein foods recommended by the Food Guide Pyramid. Follow guidelines for aesthetically pleasing meals.
- Review creative activities from Duty F on ethnic food patterns. Identify meat and other protein foods and preparation

- techniques commonly used. Prepare protein foods commonly eaten by various ethnic groups.
- Compare the cost of prepared poultry products with those made from scratch. Determine the time saved by purchasing prepared foods. Compare the use of other resources when serving prepared foods versus those made from scratch.
- Compare costs-per-serving of poultry purchased in various forms, such as a whole bird, parts, boneless and skinless, etc.
- Use a computer program to do a nutritional analysis of each of the recipes to be prepared for the buffet.
- Reduce fat content of high fat dishes by selecting cuts of meat with less fat, changing preparation techniques, selecting skinless poultry, draining fat, etc. Develop guidelines.
- Contact the U.S. Department of Agriculture's Meat and Poultry hotline to find out information about poultry selection, storage and preparation.
- Explain the danger of food borne illness associated with the incorrect cooking and handling of stuffed poultry. Summarize procedures that decrease the risks.
- Prepare a cut of a variety of poultry products such as chicken, turkey, duck, goose and cornish hen. Compare the appearance, flavor, texture, cooking time and cost-per-serving of the various products. Select their favorite.
- Describe the principles underlying methods of fin fish and shellfish cookery. Give examples of each.
- Prepare fish fillets or steaks (using the same type of fish) by baking, broiling, poaching, steaming and microwaving. Compare the flavor and appearance.
- Pan fry, oven fry and deep fat fry fish fillets. Compare cooking time, color, crispness, tenderness and flavor. Describe their favorite. Using a computer program or tables of nutrient content, look up the fat content of fried fish and broiled fish.
- Using a computer program or tables of nutrient content, compare the fat content of fried fish and broiled fish.
- Describe the various methods of egg cookery and the functions for the eggs in recipe preparation.
- Beat egg whites to foamy stage, soft-peak stage, stiff-peak stage and overbeaten stage. Compare the volume and appearance of each stage. Examine recipes to determine when each stage may be used.
- Create and prepare an omelet with an original fixing. Include a variety of fillings. Using a computer program, analyze the nutritional value of the creation.

List high protein foods available from plant sources. Research recipes for each.
Explain the difference between complete and incomplete proteins.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer, or self-evaluation.

Evaluation will be based on criteria and standards set forth on the evaluation sheets. Teacher observation of the finished products can be included. Classification charts of different meats and their appropriate method of cookery can be graded as well as all written lab reports. Written tests can include types of meats, meat products, poultry, fish, seafoods, eggs, methods of cookery, storage, sanitation, government grading systems and cost-per-serving calculations. Accuracy in following written recipes be determined through observation and student self-evaluation sheets.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty G: Managing Food Selection and Preparation to Meet Nutritional Needs

Task .04: Prepare grains

Performance Objective:

Condition: Established dietary guidelines
Mealtime approaching
Assorted cereals and grains, recipes
Equipment available

Task: Prepare grains

Standard: Grains and complex carbohydrates are prepared to satisfy daily nutritional needs, provide aesthetic appeal, and preserve their texture, flavor and nutrients.

Performance Steps:

List dietary guidelines.
Plan a meal.
Select and read recipe(s).
Assemble ingredients and utensils.
Plan a time and work schedule.
Follow the recipe(s) according to the principles of starch cookery.
Serve the food/meal.
Clean up.

Enabling Objectives:

List a variety of cereal products.
List the parts of the grain kernel and the nutrients in each.
Define terms such as whole grain, enriched, refined, fermentation, gelatinization.
Describe how starches are affected by heat and liquids.
List the nutrients that are lost during the processing of grains and what nutrients are added to enriched grains.
List types of flours available and the appropriate uses for each.
List types of pasta available/describe the appearance of each.
Prepare grain products following the principles of preparation.

Analyze the nutritional value of the different grain products, including fiber content.
 Describe the appropriate methods of storage for different grain products.
 Compare the cost-per-serving of various cereals.
 Describe how to select and store baked goods.
 Describe safety/sanitary measures for handling/cooking grain products.
 Explain the function of each of the ingredients in baked products.

HSPT: W-II a R-I a, b, d, e, f R-III a, f, g R-IV a
 M-II i M-IV b, d (See Appendix A)

Activities:

Initial Activities:

Display pictures and packages of assorted grain products, such as rice, corn, wheat, oats, pasta, breads, crackers, etc.
 Survey the class to determine how many of the students are involved in active athletic competitions. Ask if they or athletes they know alter their carbohydrate/grain consumption before a competition.
 Ask students to list ten products other than breakfast cereals and flour that come from grains.
 Have students name all products from grains that they have eaten in the last 24 hours. .

Challenge Activity:

Plan a buffet meal, lunch or dinner, appropriate for serving to an athletic team. Rely on a large amount and variety of foods rich in complex carbohydrates such as pastas and other grains that will provide the team members with the calories/ energy needed for the game. Serve the meal for teenagers during class, for an extra curricular event, or before an athletic event.

Creative Activities:

Ask student(s) to

List the chemical and physical changes that take place in starches when they are cooked with and without liquid.
 Research the types of grain that are used as staples by people in different parts of the world.
 Examine recipes for grains and cereals in various cookbooks.

- Summarize the types of cooking methods, cooking times, seasonings, products, etc.
- Develop a chart that depicts varieties of flour, pasta, rice, corn, oat and other grain products available in a local supermarket. Examine the labels to suggest recipes and uses for these products.
- Prepare regular oatmeal, quick cooking oatmeal, and instant oatmeal. Taste and compare the flavor, texture, cost, preparation time and appearance of each. List their preferences and the reasons for them.
- Diagram a typical grain kernel and label the parts. Explain which parts are generally removed during processing. Relate to nutrient losses and to the enrichment of grains.
- Prepare a work schedule that ensures recipes will be served at the appropriate time. Include work assignments for each member of a group.
- Prepare a variety of pasta according to the package directions. Make four different sauces and serve the dishes buffet style. Compare the flavor, texture, cost, preparation time and appearance of each.
- Make homemade pasta. Describe the technique involved. Determine the cost of homemade pasta, and compare it with fresh, frozen and packaged products. Chart the results.
- Use a computer program to do a nutritional analysis of the buffet meal to be prepared for the challenge activity.
- Prepare biscuits from scratch, from a refrigerated biscuit product, and from a biscuit mix. Taste and compare. Select their preference and explain why.
- Bake a loaf of homemade whole wheat bread. Compare it with a loaf of purchased whole wheat bread in terms of appearance, texture, flavor and cost.
- Prepare recipes representing the variety of grains and grain products. Include muffins, quick breads, barley, brown rice, corn meal, etc. Taste and chart the flavor, texture, cost, preparation time and appearance of each. Describe their personal preferences.
- Plan a day's menus that include the number of servings of cereals and grains recommended by the Food Guide Pyramid. Follow guidelines for aesthetically pleasing meals.
- Review creative activities from Duty F on ethnic food patterns. Identify cereals and grains commonly used by different ethnic groups and the preparation techniques used by these groups.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Teacher observation of the finished products will be included.

Classification sheets of assorted grains based on their nutrient content can be graded as well as all written lab reports. Written tests can include parts of the grain kernel, types of flours, principle ingredients in all baked products and definitions of important terms (whole grain, refined, enriched, gelatinization, fermentation).

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

**Duty G: Managing Food Selection and Preparation to Meet
Nutritional Needs**

Task .05: Prepare dairy products

Performance Objective:

Condition: Nutritional value of dairy products
 Mealtime approaching
 Assorted dairy products
 Recipes
 Equipment available

Task: Prepare dairy products

Standard: Dairy products are prepared that are high in
 essential nutrients, aesthetically appealing and
 preserve their texture, flavor and color.

Performance Steps:

List dietary guidelines.
List the nutritional value of dairy products.
Plan a meal.
Read and select recipe(s).
Assemble ingredients and utensils.
Plan a time and work schedule.
Follow the recipe(s) according to principles of protein/fat cookery.
Serve the food/meal.
Clean up.

Enabling Objectives:

List foods that are members of the dairy group.
List factors affecting the selection of dairy products.
Identify the nutritional value of dairy products.
Describe the changes that milk undergoes from farm to market.
Describe the grading practices for milk and milk products.
Identify the methods of storage for dairy products to retain
 freshness and nutritive value.
Compare and contrast types of milk available, such as whole,
 lowfat, skim, non-fat, dried, chocolate.

List the various types of cheeses available and describe flavor/texture/appearance.
 Analyze the nutritional value of the different cheeses.
 Describe the changes occurring in milk when used as a cooking ingredient.
 Describe the process of scum formation in cooking milk.
 Define terms such as homogenization and pasteurization.
 List and prepare common milk-based foods.
 Discuss safe/sanitary measures for handling/cooking dairy products.
 Describe the techniques for the separation of starch granules.
 Explain the principles of pudding cookery.
 List food products that are made with a white sauce.
 List the principles of cheese cookery.

HSPT: W-II a R-II a, b, d-f R-III a, f, g
 R-IV a M-II i M-IV b, d
 (See Appendix A)

Activities:

Initial Activities:

Display pictures and packages of assorted dairy products, such as types of milk, different cheeses, yogurt.
 Show video taped commercials/printed advertisements for dairy products.
 Ask students to list three foods that contain large amounts of milk.

Challenge Activity:

Create a dairy foods cookbook. Include recipes for cream soups, puddings, frozen desserts, various cheese dishes and casseroles. Prepare and taste the recipes. Calculate the nutritional value of the recipes in the cookbook on a per-serving basis. Include a dietary analysis for each recipe.

Creative Activities

Ask student(s) to

Compare the taste and nutrient composition of whole milk, lowfat milk, skim milk, cultured buttermilk, and reconstituted nonfat dry milk. Record differences and report to the class on personal preferences.
 Determine the cost per serving (8 fluid ounces) of whole milk, lowfat milk, skim milk, reconstituted nonfat dry milk and diluted evaporated milk. Order the costs in a chart from

most economical to most expensive. Suggest recipes or uses for each type of milk.

Describe changes in milk from its source to its final market form.

Explain grading procedures. Define terms related to milk processing.

Examine recipes for milk and dairy products in various cookbooks.

List foods that contain a large quantity of milk. Summarize types of products used, cooking techniques, cooking times, etc.

Discuss the problems that occur when cooking with milk and suggest a way to prevent each problem.

List the varieties of cheeses available in a local supermarket, including their country of origin.

Prepare chocolate cornstarch pudding from scratch and make one from a packaged mix of instant pudding. Prepare each with whole milk, lowfat milk, and skim milk. Compare the appearance, consistency, flavor and nutritive value of each of the samples. List their preferences and the reasons they selected those samples.

Sample a variety of different cheeses. Include some that they have never tried before. Prepare a chart that lists characteristics of the various cheeses. Look for recipes that use the various cheeses.

Use the exchange lists of The American Diabetic Association to classify dairy foods as skim, lowfat or whole. Survey a local grocery store to determine the availability of low fat dairy foods, especially cheeses.

Use a computer program to do a nutritional analysis of each of the recipes to be included in the cookbook. Calculate the percent of calories that come from fat. Change types of cheese, types of milk, and other ingredients to reduce the fat content of high fat recipes.

Prepare ice cream made in an ice cream freezer and in a refrigerator freezing compartment. Compare the flavor, texture and appearance with commercially made ice cream. Chart the results.

Compare the fat content of different brands/flavors of commercially prepared yogurt. Rank them from low to high.

Compare samples of homemade yogurt with commercially prepared products. Chart results.

Prepare a time schedule for the preparation of recipes to ensure products will be completed within an appropriate time frame. Include work assignments for all persons involved in preparation.

- Plan a day's menus that include the number of servings of dairy products recommended by the Food Guide Pyramid.
- Follow guidelines for aesthetically pleasing meals.
- Review creative activities from Duty F on ethnic food patterns.
- Identify dairy products commonly used by various ethnic groups and preparation techniques used by those groups.
- Describe the changes that occur in starch granules during white sauce preparation. Find recipes that are thickened with starch and determine which recipes use a white sauce base. Compile recipes in a flyer.
- Select a variety of natural cheese, processed cheese, and other types of cheese. With each, prepare cheese toast and cheese sauce. Summarize differences in the results such as shrinkage, fat separation and ease of blending.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Teacher observation of the finished products will be included. Prepared products will be judged on aesthetic appeal, color, texture, and flavor as well as on nutritional content. Classification sheets of dairy products based on their nutrient content can be graded as well as all written lab reports. Written tests will include types of milk products, methods and principles of milk and cheese cookery, measurement, cost and nutrition information. Accuracy in following written recipes will be determined through observation and student self-evaluation sheets.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty G: Managing Food Selection and Preparation to Meet Nutritional Needs

Task .06: Modify food preparation techniques based on microwave technology

Performance Objective:

Condition: Mealtime approaching
 Microwave oven
 Cookbooks
 Foods available

Task: Modify food preparation techniques based on microwave technology

Standard: Food techniques are modified based on microwave technology and a meal is prepared that provides satiety, meets nutritional needs, is aesthetically appealing and is completed at the designated time.

Performance Steps:

Plan a meal.
Read and select recipe(s).
Modify recipe(s) as needed.
Assemble ingredients and utensils.
Follow the recipe(s).
Serve the food/meal.
Clean up.

Enabling Objectives:

Classify foods according to their nutrient value.
Compare different types of microwave ovens.
Identify the microwave powers needed to cook various types of foods.
Describe how microwaves cook food.
Analyze the techniques of microwave cookery.
Evaluate the appropriateness of materials for microwave cookware.
Describe safety measures when cooking with a microwave oven.

HSPT: W-II d-f R-IV a, b M-II b, g, j M-III c M-IV a
(See Appendix A)

Activities:

Initial Activities:

- Display a microwave oven.
- Display packages of foods specifically made for microwave cooking.
- Display microwave cookware and recipe books for microwave ovens.
- Ask students if they have microwave ovens at home.
- Ask students to list the uses of microwave ovens.

Challenge Activity:

- Plan, prepare and serve a dinner for a family of four to be cooked primarily in the microwave oven. Compare time needed for microwave cookery with time needed for conventional cookery.

Creative Activities:

Ask student(s) to

- Bring in advertisements to illustrate various types of microwave ovens and cookware. Create a chart or bulletin board showing the types available.
- Research types of materials appropriate for microwave cooking.
 - Evaluate non-microwave cookware in the lab for suitability.
 - Compare costs and effectiveness of microwave cookware versus non-microwave cookware.
- Survey appliance stores to determine various types of microwave ovens.
- Compare the length of time necessary to boil water at different powers in the microwave oven and in a conventional oven.
- Compare the length of time necessary to bake a product in a conventional and a microwave oven. Compare products for appearance, texture and flavor.
- Prepare a bulletin board depicting factors affecting cooking time.
- Compare cooking time, browning and flavor between meats prepared in a conventional oven/broiler, and those prepared in a microwave oven using a browning dish.
- Examine recipes in a microwave cookbook. Make generalizations, observations and conclusions regarding microwave cooking.
- Interview a home economist who works for a microwave manufacturer concerning converting a recipe for a conventional oven to one for a microwave oven. Summarize by preparing a set of general guidelines.

Convert a recipe for a conventional oven to a microwave recipe.

Evaluate the finished product based on appearance, texture, and flavor.

Demonstrate safety precautions and care of a microwave oven.

Tour the test kitchen of a microwave manufacturer. Compare microwave powers, features available, costs, etc.

Prepare a work schedule indicating when each task must be completed so that all foods are finished in an appropriate time frame. Include work assignments for each person involved in the preparation.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self evaluation.

Written results of the comparison activities will be graded according to their accuracy and other standards. Teacher observation of the dinner of the microwave cookery from preparation through completion will be included. The dinner should meet nutritional needs, be aesthetically appealing, and provide satiety. Determination of the preparation time of foods so that all are ready to be served simultaneously is critical.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Review the dating practices on food packages. Determine the length of time from purchase until the expiration date.
Show pictures or have samples of moldy bread.
Discuss the reasons for the development of mold and ask students for suggestions to prevent mold growth.

Challenge Activity:

Design and conduct an experiment to determine the rate at which mold will grow on various foods and the factors contributing to such growth. Record changes in appearance. Based on findings, develop a set of safe food handling and storage procedures and present them in a booklet, newspaper article, bulletin board, video or other format.

Creative Activities:

Ask student(s) to

Select a variety of containers and wraps that have been designed to store food. Explain why they would be effective in retarding loss of quality and spoilage.

Determine the effect of light and darkness on the food samples and their rate of mold development. Summarize changes in appearance.

Determine the effect of heat and cold on the food samples and their rate of mold development. Summarize changes in appearance.

Determine the effect of moisture and dryness on the food samples and their rate of mold development. Summarize changes in appearance.

Determine the effect of the presence or absence of preservatives in the bread on the samples and their rate of mold development. Summarize changes in appearance.

Prepare a chart to tabulate the results based on which samples develop mold first, which do not develop any mold, and all the levels in between. Check samples every three days or so. Maintain the experiment for about two weeks.

Use microscopes to view mold growth. Draw observations.

Select a variety of foods, including those not suitable for freezing.

Using appropriate wraps or containers, store foods in the freezer for two weeks. Prepare an evaluation form and evaluate foods after thawing. Include texture, color, etc.

Prepare a chart or bulletin board relating growth characteristics of *Clostridium botulinum* to proper home canning procedures. Include signs that indicate improperly canned foods.

- List symptoms associated with botulism poisoning. Include the usual time between eating contaminated food/onset of symptoms.
- Can a small batch of pickles, jams or jellies. Prepare a time schedule and assign work responsibilities ahead of time. Store the canned products until the end of the unit. Evaluate for texture, color, flavor, etc.
- Develop a list of correct responses for a "storage bee." Each student correctly identifies an appropriate storage method and a time line for a specific food item.
- Interview people who have primary responsibility for food storage in their own home. Develop a list of questions concerning how they learned proper storage procedures, what methods they use most frequently, what storage limitations they have in their home, etc.
- Bring in clean food wrappers that have freshness dates. Classify them according to the type of date and arrange a display.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Teacher observation of the experimentation will be included. Written laboratory reports will be included. Students should draw conclusions about how food may be preserved to avoid spoilage and waste by optimizing usage time. Comparison of the results obtained by other classmates will be used to determine the success and/or accuracy of the experiment.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty G: Managing Food Selection and Preparation to Meet Nutritional Needs

Task .08: Organize a kitchen for safety and efficiency

Performance Objective:

Condition: Family cooking needs
Budget
Given kitchen space and equipment
Family and personal needs
Given existing appliances and work stations

Task: Organize a kitchen

Standard: Existing space is organized to meet cooking and personal needs of a family within a budget.

Performance Steps:

Identify kitchen items to be stored: foods, serving utensils, cookware, storage containers, etc.
Identify the available storage space.
Determine family needs and wants that affect kitchen usage.
Evaluate types of products available to improve storage.
Establish a budget.
Organize the kitchen to maximize the efficient use of resources including time and energy.
Evaluate the plan.

Enabling Objectives:

List the kitchen work centers and describe the functions of each.
List items to be found in each of the their basic work stations in a kitchen (food preparation and storage/cooking and serving/clean-up).
Evaluate products available to increase the efficiency of storage space, including their costs.

HSPT: W-I R-IV a, b M-I a, b
MII- g, h M-IV a
(See Appendix A)

Activities:

Initial Activities:

- Show catalogs with kitchen storage products. Ask students to react to their usefulness.
- Ask students if they have enough storage space in their kitchens at home. Explain their answers.
- Ask students to remember when they went to a friend's house and looked for a glass. Did they find it where they expected to? Ask them to explain their answers.

Challenge Activity:

- Students will be moving into their first apartment or home. Find a kitchen floor plan from a magazine or textbook or draw a layout of their current home or the home economics lab. Decide what items they will need to store based on their personal needs, cooking needs, and budget. Select any needed storage products. Visually, demonstrate where items will be stored.

Creative Activities:

Ask student(s) to

- Describe different types of families (a retired couple, a family with young children, etc.). Discuss how their lifestyle might affect their need for kitchen space.
- Discuss the basic kitchen work centers.
- Evaluate kitchen work space in the foods lab or in the students' homes. Include work triangle/storage space/surface work areas.
- List types of foods, utensils, appliances stored in each work center in the foods lab or in the students' homes.
- Identify the "point of first use" for a list of food, utensils and appliances. Summarize how this affects where an item is stored.
- Select a storage problem in the foods lab or the students' homes. Suggest product(s) that might be purchased to reduce the problem. Justify the cost.
- Measure cabinet space available in the foods lab or in the students' homes. Indicate how available space limits the storage of large or unusually spaced objects.

Interview persons with primary responsibility for food preparation in a home. Include questions on how they determined storage patterns, whether storage space is adequate, problems they encounter with storage, etc. Summarize results.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Teacher observation of the storage plan will be included in determining successful completion of the task. Reports justifying the students' plan and any purchases will be included in the evaluation.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty G: Managing Food Selection and Preparation to Meet Nutritional Needs

Task .09: Design a kitchen for safety and efficiency

Performance Objective:

Condition: Available space
 Budget
 Family cooking needs
 Family/personal needs
 Condition of existing appliances and work stations

Task: Design a kitchen

Standard: Kitchen is designed to provide optimum storage and efficiency based on available shape and space; it should be economical, safe, sanitary and minimize movement during preparation.

Performance Steps:

Determine personal needs, wants and goals for a kitchen.
Establish a budget.
List essential appliances in a kitchen.
List additional appliances that are desired but not essential.
Measure the total available wall and floor space.
Locate the existing utilities: water line, gas line, electric outlets.
Determine the sufficiency of the electric current available.
Plan the location of the appliances/counters based on the floor plan.
Compare prices and features of various kitchen appliances, cabinets and work stations.
Select kitchen resources based on features/budget/size/availability.
Evaluate.

Enabling Objectives:

List the three basic kitchen work centers and describe the functions and requirements of each.
List the items to be found in each of the three basic work stations in a kitchen.
Describe various kitchen layouts.

for each of the following types of kitchen layouts:
peninsula kitchen, U-shaped kitchen, corridor kitchen,
L-shaped kitchen, one-wall kitchen, island kitchen.

Make a checklist of desirable characteristics for kitchen wall coverings, floor coverings, countertops, lighting, ventilation and electric wiring. Use these checklists to determine how many of these positive design characteristics can be found in their kitchen at home and in school.

Compare the pros and the cons of cooking with gas to cooking with electricity (assuming both are available).

Discuss the basic kitchen work centers.

Investigate the cost of remodeling an existing kitchen, or installing a completely new kitchen.

Prepare questions for a class presentation by an electrician speaking about electrical safety and wiring requirements in kitchens.

List the points to consider when choosing major appliances.

Compare the prices and features of several models of the major or portable appliances found in an appliance department store.
Check energy ratings of the appliances.

Investigate the types of tests appliances must pass in order to meet safety standards.

Explain the differences between self-cleaning and continuous-cleaning ovens.

Define the differences in the following types of ovens: conventional, convection, induction and microwave.

Make a poster or chart about the different materials used for cooking and baking utensils. List the characteristics, uses, care requirements, advantages and disadvantages of each material.

Make a list of the small equipment, cookware and bakeware found in their kitchen at home or in the kitchen lab at school.
Investigate the functions of any that are unfamiliar.

Use a computer program to assist you in designing your dream kitchen.

Criterion-Referenced Measures-Evaluation

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through the use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used by teacher, peer or self-evaluation.

Teacher observation of the floor plans designed as well as any research and cost comparison sheets will be included in determining successful completion of the assigned task. Teacher will judge the degree to which the plan satisfies requirements for optimum storage and efficiency based on the available shape and space as well as the degree of safety, sanitation, and economy observed. Written tests are to include diagrams of the six kitchen shapes and students are to locate placement of major appliances in each. Reports on the reason behind selections will be included in the evaluation. Students must be able to justify their selections for purchase.

Other creative activities will be evaluated based on the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

- W I. Write an Essay
- W II. Revise/Edit the Written Text of Another Writer
 - a. Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
 - b. Correct nonstandard sentence structure.
 - c. Complete unfinished sentences.
 - d. Combine ideas into a well-constructed sentence.
 - e. Select transition words to complete a logical progression of ideas in written text.
 - f. Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

- R I. Comprehending Narrative Text at Literal and Inferential Levels
 - a. Characters
 - b. Setting
 - c. Plot
 - d. Theme
 - e. Vocabulary
 - f. Literary Awareness
- R II. Comprehending Informational Text at Literal and Inferential Levels
 - a. Central Purpose
 - b. Major Ideas
 - c. Supporting Ideas
 - d. Using Data Presented in Visual Form
 - e. Vocabulary
 - f. Research/Study Skills
- R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels
 - a. Fact/Opinion
 - b. Main Idea
 - c. Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
 - e. Make predictions based on experimental or mathematical probabilities; and
 - f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

M II. Measurement and Geometry

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- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
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- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
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- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

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- analysis of data;
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- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

APPENDIX B: RESOURCES
DUTY G
MANAGING FOOD SELECTION AND PREPARATION
TO MEET NUTRITIONAL NEEDS

BOOKS and Articles

Clark, Nancy. Sport: Nutritional Guidebook. Charleston, West Virginia: Cambridge Home Economics, 1990.

Dietary Guidelines For Americans. Washington, DC: United States Department of Agriculture.

Discovering Food Spoilage. Ohio Family Life Education Guide.

Exchange Lists for Meal Planning. Chicago, IL: The American Diabetes Association, Inc. and The American Dietetic Association, 1989.

Ferguson, Judith. More From Your Microwave. New York: Gallery Books, 1989.

Gaskins. "Help! I'm Too Fat, Thin, Tall, Short." Choices Magazine. February 1991.

Largen, Velda L. Guide To Good Food. Goodheart Wilcox Company, 1988.

Neiditch, Jean. Weight Watcher's Quick Success Program Cookbook. New York: NAL Books, 1988.

North Carolina Greenhouse Vegetable Newsletter. Raleigh, North Carolina: North Carolina State University.

"Snacking Smart." Choices Magazine, May 1991.

Stephen, James M., Assoc. Prof. & Extensions Vegetable Crop Specialist, EPCOT OUTREACH: the Land, Walt Disney World, Vegetable Crops Department IFAS University of Florida, Gainesville, Florida.

Life Skills Center, Montclair State. Funded through PL 101-392.

G-37

You and Your Kitchen (booklet), National Bath and Kitchen, 124 Main Street, Hackettstown, New Jersey.

KEY: LS: The Learning Seed
CHE: Cambridge Home Economics
PLP: Projected Learning Programs

VIDEOTAPES

LS: The Best Breakfast
#90 VHS

LS: The Fats of Life
#65 VHS

CHE: Fish and Eggs
KN 500V VHS

CHE: The Frugal Gourmet International Cooking II Series
CCPFG2SV

LS: Food and Cancer Prevention
#85 VHS

CHE: Meat
KN 200V VHS

LS: Nutrition Kit- Eating Sensibly
#35 VHS

LS: Pasta Presto
Order # 97 VHS

CHE: Poultry
KN 100V VHS

LS: Produce
#140 VHS

LS: Snackology- Have Your Snacks and Eat Them Too
#112 VHS

LS: Supermarket Persuasion- How Food is Merchandised
#132 VHS

CHE: Vegetables
KN 300V VHS

LS: Vitamin Basics
#55 VHS

LS: What's in the Foods- Additives
#59 VHS

LS: Winning the Grocery Game
#60 VHS

SOFTWARE

PLP: Calorie Awareness Training
Order # H3691119AP
Order # H3691119IB

PLP: Cholesterol Conscious
Order # H3781162AP

LS: Cholesterol Countdown- Control Your Cholesterol
118 Apple

LS: Fast Food Microguide
#22 Apple
#22 IBM (Specify 3 1/2" or 5 1/4" floppy)

LS: Fat Jack
#72 Apple

LS: Floor Plan
#66 Apple

CHE: Grease
DD100A
DD100I

LS: The Grocery Games
#23 Apple

PLP: Nutrient Analysis
Order # H378119AP
CHE: DD900A/DD900I/DD900M

CHE: Salty Dog
DD600A
DD600I

LS: Snackmonster
#45 Apple
#45 IBM

PLP: Snackmonster- (Can You Solve the Nibbler's Dilemma?)
Order # H3691157AP
Order # H3691157IB

PLP: Think Thin- Lose To Win
Order # H3781160AP

LS: Understanding Food Labels
#83 Apple or #83 IBM

LS: Weightcalc
#71 Apple
#71 IBM

LS: And What Did You Eat Yesterday?
#57 Apple
#57 IBM (Specify 3 1/2" or 5 1/4" floppy)

CHE: You Are What You Eat
DD700A
DD700I

FILMSTRIPS

LS: Pasta Presto
#97 FS

LS: Produce
#140 FS

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- LS: Supermarket Persuasion- How Food is Merchandised
#132 FS
- LS: Vitamin Basics
#55 FS
- LS: What's in the Foods-Additives
#59 FS
- LS: Winning the Grocery Game
#60 FS

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.
135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics
P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.
Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.
Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.
Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues
P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management
P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

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**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

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Life Skills Center, Montclair State. Funded through PL 101-392.
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Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

J. Weston Walch

Publisher

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

Duty H : CLOTHING SELF AND FAMILY

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Duty H: Clothing, Self and Family

Task .01: Obtain clothing

Performance Objective:

Condition: A specific situation for which clothing is needed
Clothing catalogs
Clothing ads
Care label and hang tag information
List of apparel stores and consignment shops
A specific price range (budget limitations)

Task: Obtain clothing

Standard: Clothing is obtained which has proper fit (comfort and safety); is becoming, fashionable, durable, and appropriate; has easy care (cleaning); and is appropriate for use and budget.

Performance Steps:

Determine comfort, quality, aesthetic, safety/fashion and protective needs of clothing corresponding to specific activities/lifestyle.
Determine budget limitations (consider the amount of use/length of time a garment will be worn and durability).
Select garment(s).
Evaluate choice(s).

Enabling Objectives:

Describe developmental stages and needs of an individual.
Analyze clothing for movement needs (of arms and legs) and activity level (resting, moderate, heavy).
Analyze social/psychological needs such as self-image, peer acceptance and others.
Compare/contrast textile fibers for insulation value, absorbency, surface, texture, flammability and strength.
Analyze the construction details of a garment for durability.
Describe the care labeling and hang tag information (fiber content, brand name, price).

Compare the cost of like/similar garments sold at various retail outlets (retail stores, catalogs, consignment shops, etc.).
Compare costs and quality of brand name vs. generic clothing.

HSPT: W-I R-IV a-d M-I a-c M-II h M-IV a
(See Appendix A)

Activities A: Recreational Clothing

Initial Activities:

- Ask students what weekend activities they have planned lately that have required special apparel or other related textile products.
- Show brochures related to campground facilities and locations.
- Display advertisements on camping/sporting equipment.
- Ask students to discuss their experiences or perceptions of camping/sports activities (skiing, swimming, roller blading, etc.).
- Ask students to describe any clothing they wear for weekend activities but not for school.

Challenge Activity:

- Individually, in pairs or in groups, select (or design) a dream weekend brochure. Create a portfolio depicting clothing for a fashion show, mini-catalog, fair/flea market booth, apparel manufacturers' trade show display or lobby boutique related to the selected weekend activities. Include garment descriptions, fiber content, care label information, price, intended use and other student selected criteria.

Creative Activities:

Ask student(s) to

- Create a shopping list to be utilized to purchase apparel and other related textile products needed for a self-selected weekend activity (weekend camping trip or other recreational activity). Other than clothing, the list might include a sleeping bag, back pack, tent, beach towel, luggage, etc.
- Find/record information on weather conditions from a previous weekend or for the upcoming weekend. Develop a list of apparel items needed based on temperature, humidity and rainfall as well as planned activities.
- Prepare questions for a guest speaker from a sporting goods store who will discuss the different types and quality of apparel and

equipment (sleeping bag shell and filler, tenting fabrics, back packs, swim suits, etc.)

Examine various specialty store catalogs. Compare products as to price, fiber content, versatility (how the product could be used for a variety of activities) and quality. What appeals are made to the consumer other than functionality (having fun, looking good, etc.)?

Activities B: Clothing for School and Career

Initial Activities:

Ask students to recall what garments/accessories they have recently purchased for school (include brand names and prices).

Display illustrations of schools and classrooms at the turn of the century. Discuss the clothing worn by these students.

Show a five-minute video of a TV series set in a high-school. Discuss the clothing worn.

Ask the students to describe the school informal/formal dress code and discuss whether there should be a required dress code.

Challenge Activity:

Ask students to decide what clothing they would purchase for their first year of college or a full time job. Have students conduct a personal wardrobe analysis, identifying strengths and limitations. Justify each item based on budget constraints, climate, peer group (either students or co-workers), dress code, and/or campus/business environment. Purchases should include footwear and other accessories. Have students indicate where the clothing is to be purchased and the amount of comparison shopping to be done.

Creative Activities:

Ask student(s) to

View a five-minute video collection of TV ads for school clothing and accessories for teenagers or have the students create a portfolio of newspaper and magazine ads. Discuss what consumer appeals are made through these ads and how the products are presented to motivate the consumer.

Identify an English, journalist, or advertising teacher who can give a class presentation on how a TV or printed media ad is developed. The presentation can include career options, aspects of creating an ad, code of ethics used and extent of

editorial review and censorship which exist as well as student requested issues.

List the different types of retail stores they patronize. Utilizing their list, have students analyze why they shop where they do--what services are offered (charge account, lay away, etc.), describe the sales staff, the store environment (music, displays, etc.), the fashion image and store clientele.

Analyze what factors influence the cost of ready-to-wear apparel.

Discuss factors such as the cost of fabric and trim, labor, transportation, promotion, and wholesale cost that affect a retailer's price.

Activities C: Consumer Rights

Challenge Activity:

Classmates are dissatisfied with purchases of apparel products.

Develop a student consumer guide or check list on when, where and what procedures to follow in returning merchandise to a retailer.

Creative Activities:

Ask student(s) to

List the garments they have bought recently. Have any of these been "shopping mistakes"? Ask the students to analyze why and discuss possible solutions.

Consider a specific situation requiring returning a garment to the retailer. Have students discuss the procedures to follow.

Write a letter of complaint to a retailer about an unsatisfactory garment (problem with fading, shrinkage, etc.).

Interview a retail store owner or department manager concerning their store's return policy, the number of returns and the causes of returns. Ask their advice on how to return a product (information needed and attitude).

Record information on different store return policies. Compare these policies and the type of retailers represented.

Activities D: Clothing Manufacturing

Initial Activities:

Ask students to indicate clothing manufacturers and/or designers whom they can identify and explain why they like/dislike the company's products.

Display a garment or several ads from an apparel manufacturer. Ask

students to list the possible job titles of individuals needed to design and manufacture the garment(s).

Challenge Activity:

Have students set up an apparel manufacturing company. Select a product line, company name, form of company organization, number of employees with their job titles and necessary talents and business location. Target customers. Prepare a "fashion statement" about their product line which could be used in ad copy or a fashion magazine editorial.

Creative Activities:

Ask student(s) to

View a video on apparel manufacturing. Identify possible job titles illustrated.

Prepare a folder of apparel manufacturing job titles from the classified section of large newspapers such as the New York Times, Star Ledger, Women's Wear Daily, etc.. List the qualifications needed for each job title. Determine what educational/work experience is needed and how to obtain it.

Research factors that influence whether apparel manufacturing is domestic or foreign. Determine the advantages and disadvantages of manufacturing in the United States.

Tour a show room or a manufacturing plant. Ask a designer or manufacturer to make a class presentation. Career opportunities/qualifications needed should be a major focus. Role play holding a meeting of their apparel company. Assume the jobs of designer, sales staff, and production team. Present ideas for the next season's line. Evaluate how well the ideas might sell. Determine the cost of the product to be sold. Modification must be made to maintain the target customers and stay within the company's typical price range (price points).

Activities E: Clothing Retailing

Initial Activities:

Ask students to identify the apparel retailers they most frequently patronize. What is it about the stores that attract them?

Ask students, if they became a retailer, what store in the community would be their model?

Ask students if they would like to earn a living in a retail occupation. What retail career would suit them best?

Display an organizational chart for a large department store. Discuss the different career opportunities (especially those the student does not come in contact with as a customer--operations, financial/credit, display, etc.).

Challenge Activity:

Have students set up a small retail (chain, specialty) store. Decide on the apparel and/or accessory products to be sold, store location, and the target customer (students may want to base the store on preferences of their class). Make a blueprint or a scale model. (Floor planning the store is very important.) Indicate where and how apparel will be displayed. What is the traffic pattern? Where are the fitting rooms? How much office and storage space will be needed? Decide on the following: the name of the store, interior design theme, what brands will be carried, how will prices be set, what will be the credit and return policy, what can be done to prevent shoplifting, what hours will the store be open and how many employees will be needed. (If time permits, students could also determine employee work schedules, monthly salary, rent, utility and insurance costs.)

Creative Activities:

Ask student(s) to

Select an area or division of a large retailer. Interview an employee of a department store working in the area they have chosen.

Assume (hypothetically) responsibility for the advertising and promotion division of a major retailer. Develop advertising copy for the store to appear in the newspaper. What promotional effects might attract customers?

Plan a retail "career" day. Include representatives from department, specialty, chain, and discount stores as well as non-store retailing outlets (catalog, direct selling, TV and computer), to discuss career options.

Create a window display using garments from their own wardrobe or sketches drawn by the students. Analyze the qualifications needed to work in the display department. What are the physical demands of the job?

Visit a small store or a department within a large store and describe the following characteristics: the type of selling approach (personal selling or self-solicitation/self-service), the merchandise assortment, price range, store environment, floor plan/traffic pattern and fashion image.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

The ease of care of the clothing obtained will be evaluated based on compatibility of the fabric with the garment's intended use and on the student's ability to interpret care information given on labels, to use basic care procedures, and to evaluate cleaning materials for personal and environmental safety.

The durability of the clothing obtained will be evaluated based on the appropriateness of the fabric for the garment's intended use; the appropriateness of construction details (seam finishes, seam construction, hem stitching) for the fabric and the garment's intended use; and the appropriateness of trims, lace, bindings, fasteners, etc. for the fabric and the garment's intended use.

The proper fit of the clothing obtained will be evaluated based on appropriateness for body type: absence of wrinkles (stress wrinkles indicate that the garment is too small; loose folds or wrinkles indicate the garment is too large); hems at appropriate length; amount of ease present appropriate for garment style/fabric type and allowing for comfort and movement.

The fashion ability and becoming appearance of the clothing obtained will be evaluated based on the appropriateness for individual coloring (skin, hair, eyes); appropriateness for body type; coordinated colors appropriate for specific design; student's ability to identify current fashion in clothing; student's ability to identify cultural, social, and psychological factors which influence fashion.

The appropriateness of the clothing obtained for the individual's budget will be evaluated based on determining personal budget limitations and the method of payment (cash, lay-a-way, credit), the real need for the garment, the actual cost of the garment, the potential frequency of use, the degree to which the item coordinates with other wardrobe items, and the cost of cleaning procedures.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty H: Clothing Self and Family

Task .02: Select clothing on a daily basis

Performance Objective:

Condition: A specific activity for which clothing is needed
 A specific set of social norms related to the activity
 Clothing catalogs/ads from newspapers/magazines
 Budget
 Personal preferences, needs, wants and goals

Task: Select clothing on a daily basis

Standard: Clothing is selected that is appropriate for the
 activity and social setting, fits properly, and is
 aesthetically attractive (reflecting knowledge of
 elements and principles of design), functional, safe,
 and within budget.

Performance Steps:

Identify the specific activities and social settings for which clothing is
to be selected.
Identify comfort/fashion/safety needs of clothing.
Identify sources of appropriate clothing.
Select the garment(s).
Evaluate the choice(s).

Enabling Objectives:

Relate elements and principles of art to clothing.
Identify stages in the lifecycle and appropriate garments and their
characteristics for each stage.
Review textile fibers/fabrics and clothing styles as they relate to
comfort and safety.
Distinguish between fashion/fad and identify current examples.
Identify various social/psychological factors which influence clothing
choices (peer group, personality, religion, standards of modesty
and beauty).
Describe and/or illustrate clothing of specific historical periods.
Analyze how standards of dress/gender identification have changed.

Analyze current fashion in terms of historical/cross cultural influences.

Describe what current clothing patterns reflect about America (role identification, affluence, modesty, etc.).

HSPT: W-I R-IV a-c M-I a, b, c
 M-II b, h, i. M-IV a
 (See Appendix A)

Activities A: School Clothing

Initial Activities:

Ask students to describe the school dress code (formal and informal).

Ask students to recall a situation where clothing influenced their behavior.

Ask students to recall a situation where they felt inappropriately dressed.

Given the weather and their expected activities, have students explain why they selected the garment(s) they are wearing.

Challenge Activity:

Have students plan a fashion show to present appropriate apparel and accessories for school. Include illustrations of clothing and accessories to be used and area retailers who might be approached to participate. Make decisions concerning the number of models needed, the location and time of show, advertising and promotion, props and decorations, fund raising plans to cover costs and security needed. Select a commentator and write a commentary.

Creative Activities:

Ask student(s) to

Attend a designer or manufacturer fashion runway show. Critique the presentation based on the following aspects: theme, models, apparel and accessories shown, music, length of time, commentary, etc.

Attend a fashion show and analyze (in writing) its success. How well was the fashion message received by the audience?

Conduct a "fashion count." Utilizing a checklist of popular clothing and accessory items, have students observe and record the frequency of these items in a specific location (school cafeteria, local mall, etc.) over a specified length of time (lunch

period, hour after school, etc.). Summarize findings into a fashion forecast.

Create their own video fashion show or commercial. Select class members to serve as models. Develop plans to obtain garments. Prepare a commentary and background music for the presentation.

Activities B: Clothing Behaviors

Initial Activities:

Ask students to recall a recent disagreement they had with their family about clothing. Have students provide examples of typical family conflicts over clothing.

Challenge Activity:

Have students write an episode of a TV situation comedy using clothing disagreements between teenager(s) and parents (family) as the theme. Have students video tape the episode, using students as actors, director, camera crew, stage-manager, costume designer, etc.

Creative Activities:

Ask student(s) to

Keep a diary of jokes which made reference to clothing usage.

Analyze how clothing became the source of humor and indicate the symbolic importance of the clothing.

View a video of a stand-up comedian's routine, impersonation, or interview, centering around the use of clothing and/or the importance placed on clothes and fashion.

Select pictures of clothes they would like to wear. Identify any items in the pictures that their parents (family) would not like them to wear. What would their objections be? Analyze the conflict from their parents' (family) viewpoint.

Prepare questions for a guest speaker, such as the school psychologist, concerning values and attitudes related to clothing.

Organize a panel discussion to cover such topics as: "Why wearing certain items makes you feel good," "How clothing influences your behavior and self-confidence in social situations," "Should individuals be free to dress as they like without social or legal restrictions?"

List television actors or actresses. Analyze how these performers use apparel to establish the characters they play. How important is dress in creating the impressions made?

Activities C: Career Clothing

Initial Activities:

- Ask students to name occupations which can be identified by the clothing worn.
- Ask students to recall a job interview and indicate if clothing was important.
- Ask students to describe their future career goals and discuss anticipated clothing standards.

Challenge Activity:

- Have students select a job title, describe the work place (setting) and write a job description. Based on the occupation selected, have student create a portfolio of apparel and accessories to wear to the job. Ask students to include examples of grooming standards appropriate for the work site. (Note: if a uniform is the required attire for the selected profession, have students create alternative portfolios for a wardrobe update or revision after interviewing professionals about the undesirable characteristics of their uniforms).

Creative Activities:

Ask student(s) to

- Utilize mail order catalogs directed toward the career man or woman and complete an order form selecting clothing and accessories for the job interview.
- Interview individuals in various occupations to determine the different clothing expectations on the job. Are there any formal or informal dress codes?
- Role play a job interview to demonstrate what clothing tells the interviewer about the interviewee.
- Write a short essay on the meaning of "white collar" and "blue collar" occupations (or illustrate with pictures and a brief narrative).
- Identify occupations where uniforms are required and then discuss the function (purpose) of that dress code for each.
- Identify a human resources or personnel director who could give a class presentation on how to prepare for a job interview (including dress and grooming).

Conduct a "dress for success" or "career dressing" workshop.
Plan a "career day" inviting local employers to discuss
interviewing techniques and appropriate dress on the job.

Activities D: Imagery and Clothing

Initial Activities:

- Ask students to discuss whether America has a "national costume" (i.e. blue jeans and T-shirt).
- Show a slide series illustrating teenage clothing behavior (or a video of a TV ad). Ask students to discuss what this clothing tells others about them.
- Ask students to recall a situation where clothing influenced their first impression of someone.

Challenge Activity:

It is the year 3,000 and an archaeological dig has uncovered your closet. Outline the various categories of artifacts uncovered. Prepare an oral presentation for a meeting of the archeology society describing this important find. Indicate what interpretation would be made about the owner of the artifacts (age/occupation/social class/activities/personality etc.).

Creative Activities:

Ask student(s) to

- Visit a museum. Study the clothing artifacts which have survived. Report why they believe these items were saved by their owners. Why were they selected for display?
- Develop their own museum display of current fashion and justify their selections in terms of what they want future generations to know about us.
- Research a particular culture which has a specific heritage of dress (national dress). Indicate whether the culture is becoming more "Westernized" or is rejecting Western apparel and returning to ethnic dress.
- Identify a local person(s) who wears ethnic dress and who can show individual items, demonstrate how they are worn and discuss their importance and symbolic meaning in the culture. (Video tape presentations for future use.)
- Research the history of a garment (swimsuit, dress, undergarments, footwear, etc). Prepare an oral presentation on findings.

Activities E: Clothing for the Elderly

Initial Activities:

Ask students to describe the activities and clothing preferences of an elderly friend or relative.

Show a video of TV ads utilizing elderly actors. How are the elderly portrayed? What personality characteristics are shown? How are they dressed?

Challenge Activity:

Your grandparents are moving from New Jersey to a retirement community in another geographical area of the United States. Discuss how their wardrobe is influenced by climate as well as their age, physical health, economic status, and present social/recreational activities. Select an appropriate wardrobe from ads and catalogs. Calculate costs for this wardrobe update. Consider health problems (loss of eye sight, arthritis, circulation difficulties) associated with this age group which may impact decisions.

Creative Activities:

Ask student(s) to

Interview an elderly adult concerning their clothing needs.

Include questions related to satisfaction with the clothing available from manufacturers (colors, fashion, sizes, etc.).

List specific information needed to shop for an elderly adult's clothing (fabrics and colors preferred, sizes/special needs).

Set up an exhibit of clothing items which could be uncomfortable or dangerous for an elderly adult--too large clothing or hanging pieces (to get caught on a doorknob or tripped on), flammable, too tight (to cut off circulation), too light or heavy (temperature control), inaccessible closures, etc.

Identify community resource persons who work with the elderly and can speak to the class concerning needs of this segment of the population. Summarize the class presentation.

Find and record demographic information concerning the U.S. population and specifically the elderly (income, gender, geographic location, and forecasts for the next decade).

Repeat any of the above activities focusing on special needs (handicapped) individual rather than on an elderly individual.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Garment selection for activity and social setting will be evaluated by how thoroughly the following factors have been considered: identification of specific activity/role, identification of specific social setting, peer/social acceptance, influence of fad and fashion, individual's personality, family values and standards of modesty.

Garment selection for proper fit will be evaluated upon appropriateness for body type, absence of wrinkles (stress wrinkles indicating garment is too small; loose folds or wrinkles indicating garment is too tight), hems appropriate length, amount of ease present appropriate for garment style and fabric type and allowance for comfort and movement.

Garment selection which is aesthetically attractive will be evaluated upon application of art elements and principles, appropriateness for individual coloring (skin, hair, eyes), appropriateness of fabric construction and surface design.

Garment functionality and safety will be evaluated upon appropriateness for weather conditions/seasonal changes, whether the garment allows for freedom of movement and does not restrict circulation (for example, at wrists, legs, waist, neck, etc.), versatility of the garment (does it have several uses?) and whether the garment is easy care.

The degree to which the garment fits into the individual's budget will be evaluated upon determining budget limitations, the actual cost of garment, the cost of cleaning the garment, whether the garment coordinates with other items in the wardrobe, and the need for the garment.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Activities:

Initial Activities:

- Show illustrations of disorganized storage areas.
- Ask students to describe how they store their clothing and accessories at home.
- Ask students to describe how they left their room (or sleeping and dressing area) this morning.
- Ask students to identify a TV character who is portrayed as disorganized. What problems does this create for the character?
- Conduct a "brainstorming" session on the effects of poor/improper storage.

Challenge Activity:

- Students need to prepare their clothing for the changing season. This is a good time to clean and reorganize storage space.
- Diagram available storage spaces which exist. Identify garments to be placed in storage, including information on needed cleaning or repair and select garments to be discarded.
- Identify garments to be brought out of storage. Indicate how garments and accessories should be stored to maximize storage space, to organize these items for use in daily planning and wardrobe coordination and to extend their life.

Creative Activities:

Ask student(s) to

- Identify storage areas in the classroom and other school facilities.
- Analyze how efficiently they are being utilized.
- "Create" an organized closet. Utilizing catalogs and advertisements for closet "organizers" and storage containers, select and arrange shelves, rods, boxes and hangers for efficient space utilization.
- Outline a basic clothing care and storage routine to avoid "not having anything to wear" because it is dirty or in need of repair.
- Include care to be taken as they dress and undress (not to stretch, snag, rip, or soil clothing), protecting clothes as they wear them and inspecting garments after wearing (for stains, broken or missing fasteners, and snags and/or rips).
- Analyze proper everyday storage requirements for certain fabric construction types. How should knits be stored to prevent stretching out of shape? How should delicate fabrics (garments) be stored? Discuss the importance of fastening buttons and closing zippers.

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Identify the proper storage of shoes (the importance of polish to protect and to keep a "like new" look), jewelry (clean and in good repair) and other accessories.

Inventory the contents of their clothing storage area.

Develop a plan to reorganize items and save space.

Demonstrate the effect of sunlight on fabrics by mounting samples of different fiber content and finishes in a sunny window for one week. Relate to the proper care of garments.

Criterion-Referenced Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Organization of storage space will be evaluated based upon mechanical accuracy of diagram, research completed in identifying existing storage space, insight shown in identifying needed cleaning or repair of garments, ability to reorganize for the change of seasons, inventory of clothes to be stored, development of a plan of where and how garments shall be stored.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty H: **Clothing Self and Family**

Task .04: **Clean clothing**

Performance Objective:

Condition: Soiled clothing
 Cleaning supplies
 Care label information
 Stain removal chart

Task: Clean clothing

Standard: Clothing is cleaned so that there is no visible
 stain or odor and no damage to the fabric/garment
 (no shrinkage, color loss, holes etc.).

Performance Steps:

Identify soiled clothing.
Sort clothing by color and appropriate cleaning process (based
on care-label information).
Identify areas to be pre-treated.
Carry out the cleaning process according to the best option.
Evaluate by visual inspection of a garment.

Enabling Objectives:

Identify different fabric types.
Determine various cleaning agents, equipment and processes.
Analyze the effects of temperature, abrasion and agitation
(machine spin speed) on fabric.
Describe care labeling information--terms and symbols.
Compare the cost of home laundry versus dry cleaning.

HSPT: W-I R-IV a-d M-III b M-IV a, b
 (See Appendix A)

Activities:

Initial Activities:

Display a garment damaged by improper cleaning procedures such as
a garment that has shrunk, had the color removed by

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bleach, has hardened from a too high dryer temperature (man-made fabric) or had buttons, zippers or other trim damaged.

Ask students to recall a personal experience when a garment did not clean as expected.

Display a garment, read various care labels and ask students to select the correct one.

Display a basket of garments and ask students to identify proper cleaning methods.

Challenge Activity:

Tell students "Today it is your day to do the laundry. Collect items which need to be cleaned (develop a list or select pictures from magazines). Sort items according to color, appropriate water temperature and wash cycle. Identify the steps necessary to complete the cleaning process."

Creative Activities:

Ask student(s) to

Select badly stained/soiled fabric samples (use the same stain on different fiber content samples). Carry out the appropriate cleaning process for each fabric. Evaluate.

Identify potential staining agents in the classroom and other school facilities including paints, ink, laboratory supplies, grass/mud, tar, etc..

Develop a stain removal chart based on fiber content, color and type of stain. Include removal procedures for potential staining agents in the school environment.

Find and record information from care labels attached to garments they are wearing and evaluate the appropriateness of the care label information.

Create a care label for a garment using international care symbols (diagrams).

Compare drying by machine and by deep dry (hanger or flat), using two identical washable garments.

Plan a class presentation or an interview with an owner of a dry cleaning business who can explain the cleaning process and discuss environmental concerns and regulations.

Record the ingredients from the labels of cleaning and stain removal products. Evaluate for potential poisons to humans and animals as well as environmental damage.

Criterion-Referenced Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Cleaning of garments and/or stain removal will be evaluated based upon sorting clothes correctly, removing stains, following written care instructions (garment label), having clothes clean with no shrinkage, or color loss, and using appropriate procedures for drying, hanging, folding and ironing garments.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Activities:

Initial Activities:

- Ask students to identify garments in their closet that they have not worn in the last two years and explain why.
- Ask students to indicate if any of the garments they are wearing are in need of repair (missing buttons, loose hems, snags, etc.).
- Ask students to describe a garment they have not worn recently because it no longer fits properly.
- Ask students to describe garments in retail stores which have become "shop worn"/damaged. What are the typical repairs needed to make the garments wearable?

Challenge Activity:

Clothing has been collected by an emergency relief agency to distribute to victims of a recent flood, hurricane, earthquake or other natural disaster. Students sort clothing to identify items in need of repair. Identify types of repairs and illustrate how these repairs can be done. Develop criteria for identifying repairs that can be completed.

OR

Students imagine having gained (or lost) twenty pounds. Several items in their wardrobes no longer fit properly. Instead of throwing away their current clothing, select garments which they believe can be altered. Identify criteria they will use in their selection process (size, style, construction details, condition, etc.) Select items by using pictures or making a list. What minor repairs will be needed? What alterations will be necessary? Illustrate how the repairs and alterations can be done.

Creative Activities:

Ask student(s) to

- Bring from home a garment in need of repair. Identify the needed repair, assemble the necessary supplies and complete the appropriate repair.
- Repair a garment from home (or the school's lost and found) and donate it to a charitable organization.
- Bring from home a garment that they believe does not fit properly. Analyze the fitting problem and determine if the garment can be altered. (Do they have the skill? Can they be sure it will be wearable? What would the alteration cost? How much time would the alteration take?) Evaluate the

advantages/disadvantages of completing the alteration compared to replacing the garment.

Perform a basic alteration on a garment (lengthen or shorten a garment, take in or let out a seam allowance, etc.).

Take a piece of fabric or a garment (distributed randomly by the teacher) which has been damaged (contains a tear, a hole, a permanent spot or a color change, etc.) and determine how the damage could be repaired and/or camouflaged (a patch, a decorative detail, embroidery). Carry out their solution.

Interview a seamstress/tailor. Include questions on skills necessary for clothing construction/repair, the cost of completing various repairs/alterations and the time needed to complete repairs/alterations. Summarize results and present to the class.

Criterion-Referenced Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

The criteria developed to select garments for alterations will be evaluated based upon whether the criteria are appropriate for garment type and student needs, including garment size and condition, realistic repairs, realistic alterations, storage available and frequency of use.

Evaluation of repairs and alterations will be based upon correct diagnosis of the needed repair or alteration (for example repair a hem; mend or replace a lining; replace buttons; repair zipper; repair broken stitches in seams; increase or decrease hip and/or waist size; lengthen or shorten dress, skirt, sleeve or pant leg; repair, add or remove a pocket, etc.). The repair will be completed by carrying out the appropriate preparation (cleaning), construction details (secure with even stitches and tension) and necessary pressing. The completed job should result in proper fit and the repair should be inconspicuous.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

HSPT: W-I W-II c R-IIa, e R-IV a, b, d
 M-I f M-IIIc M-IV c
 (See Appendix A)

Activities A: Uniform Design

Initial Activities:

- Show illustrations of uniforms required by various occupations (airlines, service organizations, the fast food industry, etc.).
- Ask students to identify occupations where career apparel or uniforms are required.
- Discuss possible advantages of career apparel (safety, identification, esprit de corps, etc.).

Challenge Activity:

- Design (or select from available patterns) a garment appropriate for career apparel. Have students sketch the design of a garment to be worn by an employee of a bank, airline or a local fast food restaurant. Select the fabric (based on design and functional needs) and construct the garment. (To personalize the activity, change the garment to one appropriate for a student role--cheerleader, football player, rock music star, etc.)

Creative Activities:

Ask student(s) to

- Analyze the advantages and disadvantages of wearing the selected garment on the job. (Points to consider should include cost to make, cost to clean, safety, fashion, etc.).
- Select patterns from commercial pattern catalogs that could be utilized for a chosen career. Select an appropriate fabric and identify any necessary modifications in the pattern design.
- Outline the information presented to the class by a police officer, fireman, or other resource person who wears a uniform to work. Discuss the design, fabric, and function of the uniform. Include the significance of any applied decoration, insignias, patches, badges, or other distinguishing marks.

Activities B: Clothing for the Physically Disabled

Initial Activities:

Ask students to recall an accident which resulted in a temporary physical disability (a pulled muscle, sprained ligament or tendon, broken bone). How did this injury affect clothing usage?

Show pictures from catalogs or ads of clothing designed for individuals with specific physical handicaps. Have students identify the special handicaps. Have students identify the special needs these garments meet.

Ask students who at one time wore a brace or cast, how they felt about themselves and how their peers reacted to them.

Challenge Activity:

Have students design and construct a garment (or modify an existing garment) for an individual with a specific physical disability. Create advertising copy to sell this garment. The advertisement should include the color, fabric type, and special features. Analyze capabilities and needs of the specific disability. (To personalize this project, have students design and construct a garment for themselves or another student with a temporary disability such as a broken arm, leg, etc.)

Creative Activities:

Ask student(s) to

Survey patients in a local hospital or nursing home to determine the clothing worn. Interview patients and/or staff concerning the clothing provided by the institution. What are the functional features--style, fabric, color? What is the impact on the morale of the patient?

Simulate a temporary physical injury (broken bone, severe burn, etc.) and the necessary protective covering or support apparatus (bandages, a cast, the use of a wheel chair or crutches, etc.). Analyze the difficulties a person with the injury would have with grooming and dressing activities. Describe modifications that could be made to clothing to decrease the difficulties.

Identify a community resource person, such as a physical therapist, psychologist, etc. who can give a class presentation concerning the importance of boosting morale and self-esteem of patients and the role clothing can play.

Research mail order catalogs and local stores for types of apparel appropriate for individuals with special needs. Analyze the cosmetic value as well as comfort and safety features.

Activities C: Clothing for Space

Initial Activities:

- Show a ten-minute video of space activities. Discuss differences in clothing required inside and outside the space shuttle.
- Discuss how space travel has been depicted from Jules Vern to Star Trek.
- Display a poster of space travel or a picture of earth taken from space.

Challenge Activity:

- Design and construct a garment appropriate for use in outer space. Have students work as a team to design a protective/functional space suit to be worn outside the space shuttle. The garment should be appropriate for environmental conditions (provide protection, allow for movement) and body functions (eating, waste elimination, temperature regulation).

Creative Activities:

Ask student(s) to

- Analyze how a garment such as the one designed for space could be used on earth. From what environmental conditions could the wearer be protected? How could a pressurized suit be used in the health care field?
- Change this project to designing a diving suit appropriate for exploring a sunken treasure ship. Examine the similarities and differences in health and safety needs.

Criterion-Referenced Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Design of the garment will be evaluated based upon functionality for intended use, proper fit for the wearer, aesthetic appropriateness (the proper use of art elements and principles) and stylishness.

Construction of garment will be evaluated based upon even stitches and tension, appropriate seam construction, appropriate seam finishes, and collar that is balanced and lies smoothly. Fasteners must be correctly placed and securely attached; fullness in sleeves must be evenly distributed; facings and hems must lie flat and be inconspicuous and proper pressing techniques must be used.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

W I. Write an Essay

W II. Revise/Edit the Written Text of Another Writer

- a. Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
- b. Correct nonstandard sentence structure.
- c. Complete unfinished sentences.
- d. Combine ideas into a well-constructed sentence.
- e. Select transition words to complete a logical progression of ideas in written text.
- f. Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

R I. Comprehending Narrative Text at Literal and Inferential Levels

- a. Characters
- b. Setting
- c. Plot
- d. Theme
- e. Vocabulary
- f. Literary Awareness

R II. Comprehending Informational Text at Literal and Inferential Levels

- a. Central Purpose
- b. Major Ideas
- c. Supporting Ideas
- d. Using Data Presented in Visual Form
- e. Vocabulary
- f. Research/Study Skills

R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

- a. Fact/Opinion
- b. Main Idea
- c. Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

APPENDIX B: RESOURCES
DUTY H
CLOTHING SELF AND FAMILY

PAMPHLETS

Kallal, M.J. Clothing Construction. New York, N.Y.: Macmillan Inc., 1985.

Pellon Educator Update. Freudenberg Nonwovens, Pellon Division. 1987.

Perry, Patricia, ed. The Vogue Sewing Book. New York, N.Y.: Vogue Patterns, 1970.

Sewing and Needlecraft Leaflets and Student Kits. Coats and Clark Inc. Greenville, S.C.

Sewing and Needlecraft Products. Coats and Clark Inc. Greenville, S.C.

Singer Sewing Basket (quarterly publication). Edison, N.J.: Singer Sewing Co.

Stitch in Time (Educational Newsletter). Coats and Clark Inc. Greenville, S.C.

KEY: CHE: Cambridge Home Economics
 LS: The Learning Seed

VIDEOTAPES

Meridian Accessories
 #2103

Meridian Basic Hand Sewing
 #2102

CHE Beginning Sewing Techniques
 CCP8000V VHS

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- Meridian Careers in Clothing
#2106
- Meridian Clothing and You
#2116
- Meridian Clothing Care and Laundry
#2111
- Meridian Clothing Spot Removal
#2117
- Meridian Color Communicates
#8036
- CHE Designer Sweatshirts (turning a plain sweatshirt into
designer garment)
MZ100V VHS
- CHE The Exciting New World of Sure-Fit Designs Patterns
RAN101V VHS
- Meridian Fibers- Manufactured and Natural
#2110
- Meridian Hemming Stitches
#2108
- Meridian How to Alter a Pattern
#2118
- Meridian How to Do Pockets
#2115
- Meridian How to Put in a Zipper
#2113
- Meridian Judging Clothing Workmanship
#2101
- Meridian Layout Cutting and Marking
#2104

- Meridian Look Changers
#CS100
- Meridian Measuring and Fitting
#2107
- Meridian Pack it Light, Pack it Right
#III5000
- Meridian Seams and Darts
#2109
- CHE Serge, Sew and Decorate with Fabric
NN310V VHS
- CHE Serger Videos
-Serging Inspirations
NN415V VHS
- Serge, Sew and Decorate with Fabric (table coverings,
napkins, placemats, pillow designs)
NN310V VHS
- Sportswear: Serge It / Sew It, sewing swim and exercise
wear
NN330V VHS
- CHE Sew Easy, Sew Beautiful
AH100V VHS
- CHE Sew For Success Video Series
-Quick Jackets (serge or conventional)
NN001V VHS
- Stitch-Again Wardrobe (how to recycle)
NN002V
- Blazers and Vests -Beyond the Basics
NN325V VHS
- Meridian Sewing Machines
#2105

- Meridian Stretching Your Clothing Dollars
#2120
- Meridian Understanding Color
#2122
- Meridian Understanding Hang Tags and Labels
#2112
- Meridian Wardrobe Planning
#2119
- Meridian The Winning Look
#2123

SOFTWARE

- LS Clothing Quiz
Order #74 Apple
Order #74 IBM
- LS "Fabric Identification Kit"
#116 Apple
#116 IBM (5.25" and 3.5")
- LS "Fiber Basics for Clothing"
Order #98 Apple (5.25")
Order #98 IBM (3.5" and 5.25")

FILMSTRIPS

- Glencoe Clothing Communicates
0-02-636040-3
- Glencoe Discovering Fibers and Fabrics (includes: From Fibers to
Fabrics and Fibers, Fabrics and the Consumer)
0-02-642531-9
- Glencoe Finishing Touches (hems and closures)
0-02-635180-3
- Glencoe Making Clothing Choices
0-02-636050-0

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- Glencoe Planning to Sew (evaluating wardrobe needs & choosing projects)
0-02-635130-7
- Glencoe Planning Your Wardrobe
0-02-636060-8
- Glencoe Sewing to Fit (figure type, pattern size, and pattern adjustments)
0-02-635080-7
- Glencoe Starting to Sew (reviews the sewing machine, common sewing problems, stay-stitching, pin basting, sewing seams and zigzag stitching)
0-02-635160-9
- Glencoe Taking Shape (easing, gathering, interfacing)
0-02-635170-6
- Glencoe A Trip to the Fabric Store
0-02-635140-4
- Glencoe Wardrobe Planning (includes: The Power of Color, The Elements and Principles of Design and A Clothing Plan for You)
0-02-643850-X

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.
135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics
P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.
Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.
Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.
Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues
P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management
P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

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**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation

236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company

One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center

MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation

Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office

Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services

4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco

901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**

Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

Life Skills Center, Montclair State. Funded through PL 101-392.

H-42

Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

J. Weston Walch

Publisher

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094

POTENTIALS AND POSSIBILITIES

Duty I: SHELTERING SELF AND FAMILY

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Duty I: Sheltering Self and Family

Task .01: Obtain housing

Performance Objective:

Condition: Income
Types of housing available
Personal/family characteristics, stages of
the family lifecycle
Personal/family values and needs

Task: Obtain housing

Standard: Housing is obtained which meets needs, interests
and available choices at a cost within budget.

Performance Steps:

Identify physical/psychological needs to be met by housing.
Describe various types of housing.
Analyze factors that influence choice of housing.
Choose a home.
Evaluate the choice.

Enabling Objectives:

Describe types of housing.
Compare and contrast types of housing.
Evaluate factors to be considered in making housing decisions.
Identify physical, psychological, and social needs met by housing.
Calculate costs of housing.
Analyze the stages of the family lifecycle as related to housing needs.
List advantages and disadvantages of renting/buying housing.
Evaluate housing construction.
Identify aspects of location when choosing a home.
Make projections as to future types and forms of housing.

HSPT:	W-II d, f	R-II a-f	R-IV a, b, d	R-V
	M-I a, b, f	M-II a-d	M-IV a-c, e	

(See Appendix A)

Activities A: Types of Housing

Initial Activities:

Display pictures of different types and styles of homes from magazines, newspapers. The teacher notes the names of different types of housing (single family, co-op, condominium, etc.). As the teacher displays a picture, the students describe an imaginary family or person who may live there.

Ask students: "What kind of home would you like to live in five/fifteen/fifty years from now?"

"What do you like/dislike about your current home?"

Challenge Activity:

Select a family from the case studies created by the class and develop criteria for selecting housing for them.

Creative Activities:

Ask student(s) to:

Create a bulletin board or display of various types of housing available in the area.

Write his/her definitions of home and list commonalities and differences on the board.

Contact the local office of the U.S. Department of Housing & Urban Development (HUD) to obtain information on urban homesteading. Find out if there are any urban homesteading projects in their community.

Interview staff members at local government agencies who work to provide housing for homeless families of individuals. Ask what services are available and who is eligible for services?

Obtain information on Habitat for Humanity, Christian Outreach Projects (COP), local churches and other programs designed to help elderly and low-income families meet their housing needs.

Activities B: Future Housing

Initial Activities:

Display pictures of various types of housing. Ask students to list at least 15 variations of housing.

Challenge Activity:

Students draw their concepts of future housing, including an exterior elevation and floor plan.

Creative Activities:

Ask student(s) to

Recall various types of housing already discussed. Project how changes in the population will affect changes in the demand for various types of housing.

Respond to the questions: "What do you think the housing of the future will be like?" "Where could you live? What types of housing will be available?"

Find a minimum of 3 pictures of different types of housing. Make a display.

Research descriptions of "future housing" such as air structures, foam, concrete sprayed dwellings, geodesic domes, underground architecture, space stations, self-contained units.

"Sell" his/her individual housings concept to a group of "investors" (the class).

Calculate percentage of income (on welfare, on lawyer's salary, teacher's salary, cashier's salary) which would go toward an "average" housing cost for apartments and homes in local, regional, and statewide areas.

Interview a retired builder/contractor regarding the changes they have noted in the industry.

Prepare questions for a general contractor who can present information on costs, time-line of construction and consideration in constructing a home/apartment complex to the class.

Activities C: Changing Housing

Initial Activities:

Students compare housing of families they know. How is their housing alike, different?

Teacher asks, "How are the housing needs of a single person or young couple similar to that of an elderly couple?"

Challenge Activity:

Write a brief description of a family. They will be moving soon.

Explore the pros and cons of the types of housing (apartment, house, subsidized or non-subsidized) available and locations (city, suburb, rural, etc.). Draw conclusions as to which type of housing they should choose.

Creative Activities:

Ask student(s) to

Use the family lifecycle as the basis for describing housing needs at each stage.

Write personal case studies of when/if they changed homes/rooms, including needs, stressors and other variables which prompted them to move. Analyze the move in terms of the difficulty of the move, options, if they would make the same choice again, etc..

Explore the advantages and disadvantages of options for obtaining housing such as renting low-income housing, rent-controlled apartments or other subsidized housing; buying a co-op, a single family home, a multi-family home or a low-income housing home. Consider how the family lifecycle would affect relative advantages and disadvantages.

Activities D: Evaluating Costs and Construction

Initial Activities:

List costs of housing (list should include mortgage, utilities, taxes, association fees, etc.)

Challenge Activity:

Given a case situation concerning a young, dual-worker couple, the student will plan how he/she would shop for a home including financing, monthly costs of housing and evaluating construction of housing.

Creative Activities:

Ask student(s) to

Identify a representative from a home inspection company who can give a talk on his/her career and on how to inspect a home or apartment.

Prepare questions for a realtor who can speak to the class about a career in real estate and such matters as how to price a home, get financing etc.

Review landlord/tenant rights (Truth-in-Renting) laws.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the

challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Housing choices must be within budget and be realistic choices based on available options which meet the identified needs.

An essay, project or oral presentation must be completed which would reflect knowledge of different types of housing. Given examples of various family needs, students will select appropriate types of housing. Evaluation will be based on depth of insight and rationale.

The student will be able to identify personal and family needs/ interests/characteristics and use these to make appropriate housing choices.

Given housing ads from newspapers, students will estimate monthly housing costs (rent/mortgage, taxes, utilities, insurance, maintenance fees, etc.). Income needed to support housing choice will be estimated. Evaluation will be based on completion of assignment and verification of calculations.

Other creative activities will be evaluated based upon the following criteria: marketing guidelines, mechanical ability, depth of questioning and written/oral expression.

**Urban Homesteading
(Duty I, Task .01A)**

Christmas in April, Inc. (Jersey City)
P.O. Box 1485
Grand Central Station
New York, NY 10163

Christmas in April, Inc. (Trenton)
5 Vaughn Drive
Princeton, NJ 08543-5209

Christmas in April 1-800-473-4229

Habitat for Humanity
P.O. Box 1121
Newark, NJ 07101

Habitat for Humanity
298 South Orange Avenue
Newark, NJ 07102

Division of Housing Assistance
55 Liberty Street
3rd floor
Newark, NJ 07102

Division of Housing Assistance
30 Montgomery Street
Jersey City, NJ 07302

Duty I: **Sheltering Self and Family**

Task .02: Organize the interior of a home

Performance Objective:

Condition: Individual and family needs
 Individual and family preferences in style
 Budget
 Existing condition of living environment
 Color wheels and color samples
 Resource materials

Task: Organize the interior of a home

Standard: The interior of the home is organized to meet
 family needs while being functional, aesthetically
 pleasing, and remaining within budget.

Performance Steps:

Determine family needs and wants for living space.
Assess the current utilization of living space.
Establish a budget for interior design.
Establish interior design goals.
Investigate options.
Perform a cost/benefit analysis on options.
Create a plan to achieve the interior design goals.
Implement the plan.
Evaluate.

Enabling Objectives:

Define terms related to interior design.
Describe effects and use of color in interior design.
Identify the elements of design.
Select textures to meet design needs.
Describe the functions of lighting.
Compare and contrast furniture styles.
Distinguish among styles of furniture construction.
Assess the quality of furniture construction.
Evaluate living space relative to needs of stages of the lifecycle.
Create a layout of furniture and furnishings in a room.

Project the traffic patterns of a room.
 Read floor plans.
 Compare/contrast types of wall coverings, ceiling treatments, floor treatments, windows and window treatments.
 Apply the principles of accessory selection to room decor/style.
 Use a computer to solve problems.

HSPT:	W-I	R-II a-f	R-IV a-d
	M-I a-c	M-II b-d, h-j	M-IV a-c
	(See Appendix A)		

Activities A: Elements of Design

Initial Activities:

Ask students: "What is your favorite color? Why? What are your color preferences in interiors? in clothing?"
 Look around the classroom. "What is the predominant color that people are wearing today? Why?"
 "How would you feel/what would your reaction be if the classroom was painted red, the bathroom was painted black, the cafeteria was painted bright yellow, the library was painted olive green? Discuss effects of color on mood/actions.
 "What is your favorite object? What is it about that object that you like?"
 Place objects with different textures in a paper bag. Students put their hands in the bag and guess what the object is (cotton balls, sand, rice, ribbon). Discuss effects of texture on design.

Challenge Activity:

Create a narrated slide presentation (or use another creative format) depicting the elements of design (color, line, texture).
 Give a presentation for parents or for the local community.

Creative Activities:

Ask student(s) to
 Explain the importance of design in their life. Discuss how an object's design influences its beauty, usefulness and function.
 Consider how the designs they choose reflect their personalities.
 Select a picture of a room that is "you." Explain their choices.
 Make a collage of objects that they would choose for their environment. Compare with others.
 Discuss ways that designs express personality/values/interests/lifestyle.

- View a video about design basics.
- Study reference materials to recognize kinds of design. What is the purpose of structural design? Locate an example in the classroom.
- Consider the purpose of decorative design. Locate an example. What is abstract design? What is geometric design? What other types of design are there?
- Summarize the class presentation of a local artist, craftsperson, or art teacher concerning principles of design. Ask the guest speaker to bring examples or illustrations of principles of design.
- Learn about texture. Make a sheet of rubbings using a pencil and paper to gain an understanding of different textures. Place the paper over a surface and lightly rub over it with a pencil. Make a sample approximately 2" square. Find as many as possible (bulletin board, cinderblock or brick, desk, book cover with raised print, etc.) Display the rubbings.
- Tour a paint, wallpaper, home furnishings or home center store. Ask to use or purchase a used wallpaper book, then select wallpaper samples that represent the different elements of design. Display and label the color combination of each sample. Compare to their classmates' selections.
- Look in books and magazines for examples of good and poor design or color use. Describe why they are good or poor design.
- View a video about design in home furnishings.

Activities B: Principles of Design

Initial Activities:

- How is decorating a room like assembling a wardrobe? Apply design and color principles. Compare costly investments (coat-sofa) to inexpensive (belt-pillows).
- Hold up an example or picture of an object. Class discusses how the design influences its beauty, usefulness and durability.
- Ask the students: "How does design affect your life?"

Challenge Activity:

- Identify a place/area in your school that needs aesthetic improvement. Explain the rationale of your selection. What could be done to make the area more aesthetically pleasing and functional? Create a portfolio complete with a floor plan, scale drawings, color and furniture selections and

budget. Display projects. Select one and present it to the school administration.

Creative Activities:

Ask student(s) to

- Describe the importance of design in their lives. Think about their favorite objects. What is it about them that they like? How do their likes differ from those of other class members?
- Read resource materials to name and define each element of design. How do lines and shapes convey different moods or feelings?
- Look at pictures of rooms, preferably slides, and identify focal points, accessories, elements that create rhythm, unity, line, balance, proportion and emphasis.
- View a video that shows principles of design.
- Use accessories, plants, pictures and other small decorative objects to create groupings illustrating formal and informal balance. Discuss which feelings each conveys.
- Identify the functions of lighting, such as providing light, adding beauty, creating a mood. Why is light needed? How can lighting affect their feelings and well-being?
- View a video on types of interior lighting.
- List types of lighting, such as candlelight, lamp light, diffused light, task lighting, flood and spot lights, etc..
- Collect pictures of lighting fixtures. Describe the type of lighting in each picture.
- Select lighting, considering the function and decorative effect desired. Apply these to specific lighting problems.

Activities C: Furniture Selection

Initial Activities:

- Ask students: "Would it be possible to decorate a room used as a living area without utilizing furniture? If so, how?"
- "How would your stage of the lifecycle and family resources determine what type of furniture individuals or families buy?"
- "What is the predominant style of furniture in your home?"
- Who chose it? Would you choose the same?"

Challenge Activity:

- After researching one furniture style, gather magazine or catalog pictures that represent that style. Cut the pictures from magazines or catalogs and paste them on a 12" x 18" sheet of paper. Title the paper according to the style chosen.

Add (by pictures, drawings or words) any other information relevant to the time period researched.

OR

Put an advertisement in the local and school newspapers for donations of old furniture. Restore furniture in groups, as a class or in conjunction with wood shop classes. Donate furniture to homeless families or other worthy cause or auction it, with proceeds to go to homeless families.

Creative Activities:

Ask student(s) to

- Research one of the following furniture styles: Early American/Colonial, Shaker, Oriental, American Country, Victorian, Contemporary Modern, Art Deco, Scandinavian. What are the materials used? Discover the time period when the style was most popular. Which colors and color combinations were used during that period? How was the furniture sold or purchased?
- Read reference books or view a filmstrip, slides or video about furniture styles.
- Clip from magazines, catalogs or newspapers examples of furniture in different price ranges.
- Read resources or view a filmstrip or video to identify quality features in furniture construction.
- Describe different kinds of woods, veneers and other construction features such as dovetailing, glue blocks, center guides, etc.
- View videos on furniture construction, with/without upholstery.
- Create a set of guidelines for purchasing furniture, including construction techniques and lifestyle decisions. Each student should imagine that he/she has a set amount of money (determined by the teacher) to purchase a piece of furniture. Determine what he/she would purchase and why.
- View a filmstrip or video on buying furniture.
- Identify historic/colonial homes in New Jersey that are open to the public. Tour one. Observe how people decorated their home in the past.
- Tour the displays in a local furniture store and have the manager or interior designer show examples of various styles of furniture and of different price ranges of furniture.
- Select furniture for a specific situation. Work in small groups or as individuals to create a case study situation. Assume the role of decision-maker, interior designer or furniture salesperson.

Choose furniture to meet the lifestyle needs of the people in the case study.

View a video on choosing furniture and accessories to fit lifestyle.

Look through magazines or catalogs to identify space-saving and money-saving furniture (modular, multi-function, folding, unfinished, etc.).

Imagine the family is moving to an unfurnished, apartment. Their budget allows them to purchase only three pieces of furniture. Decide which three pieces they would choose. Note: they must have a place to eat, sleep, entertainment, store items, study/work. Give reasons for furniture choices. Repeat the activity for families of various sizes/stages in the life cycle.

Describe ways to reuse furniture (reupholster, refinish, stencil, change hardware). View a filmstrip/video on reupholstering.

Ask an antique collector and/or someone in the "furniture recycling" business to talk about their hobby/business, criteria used to assess the quality of furniture, preferred techniques for restoring furniture, careers, etc..

Discuss safety techniques and guidelines for restoring furniture.

Activities D: Furniture Arrangement

Initial Activities:

Ask students "Do you ever enter or walk through a room without a light on? What would your reaction be if the furniture were rearranged? How does the way that furniture is arranged in a room affect the way a room is used?"

Arrange the chairs and tables or desks in various ways. Simulate a dark room by blindfolding students.

Challenge Activities:

Design a fantasy bedroom for themselves. The space is 10 x 12 feet.

They may place windows, doors, etc. wherever they wish.

Illustrate the room plan and label furniture. Explain how they would make space function to meet personal needs.

Creative Activities:

Ask student(s) to

Identify rules of furniture arrangement. Discuss why design, function and traffic patterns are major considerations in furniture arrangement. What other factors should be considered? Examples: visual space of furniture,

conversational groupings, entrance spaces, door swings and activities.

Apply rules of furniture arrangement to create a comfortable room arrangement. First create a bubble plan (see information sheet), then create a detailed layout using graph paper and furniture templates, a kit or a computer program for furniture arrangement.

Review the elements of design. Work in small groups to solve decorating problems in room plans (radiators or heating registers, air conditioner units, worn carpet, awkwardly placed windows or doors etc.).

Look through books/magazines to find pictures of rooms in which furniture has been arranged according to principles of formal and informal balance, unity of design, rhythm, line, proportion, etc.

View a video on furniture arrangement and space planning. Brainstorm ways of modifying the guidelines for furniture arrangement when space and other resources prohibit following them.

Activities E: Surface Treatments

Initial Activities:

Ask students, "Have you ever toured a newly built home before furnishings are added? What is the feeling you get with the bare floors and neutral walls? What are some ways of covering a wall or walls? (paint, paper, mural, fabric, posters, stenciling, etc.). What types of floor coverings might be used?"

Ask class: What do these terms have in common: Dhurrie, parquet, oriental shag, axminster, terazzo (all types of floor coverings)?

Challenge Activity:

Research the characteristics of floor, wall or ceiling treatments, working in small groups or as individuals. Create a portfolio depicting the finish, applications/characteristics, advantages, disadvantages and cost. Include pictures that illustrate examples, brochures from stores, product information, etc.. Compare findings and portfolios.

Creative Activities:

Ask student(s) to

Describe the following types of floor, wall and ceiling treatments:

<u>Floors</u>	<u>Interior Walls</u>	<u>Ceilings</u>
asphalt tile	brick	plaster
brick	glass	acoustical tiles
carpeting	painted	fabric
rugs	panels	paint
ceramic tile	plaster	wood
concrete	ceramic tile	textured paint
vinyl sheet		
flooring	wallboard	wallpaper
slate	wallpaper	
terrazzo	fabric	
wood	wood panelling	

Watch videos or listen to a resource person. Summarize types of floor, wall and ceiling treatments included in the presentation.

Look through magazines to identify current trends in wall, floor and ceiling treatments.

Demonstrate ways that floor, wall and ceiling treatments can be used to solve problem situations. Discuss problems they have in their living areas such as heavy traffic areas, cracked ceilings, stairways that young children use, etc..

Coordinate a room. Select a wall, floor and ceiling treatment.

Explain why they selected each combination. How do these backgrounds support the furniture and accessories?

Explain the functions of windows (light, ventilation, view).

Are there any rooms in their home or school that are windowless? What feelings do they get? Has/could the illusion of a window been/be created in the room?

View videos on window treatments.

Research window shapes and styles. Study references and create a portfolio of various window styles, shapes, sizes, functions.

Describe various window treatments. Look for examples in magazines and resource materials. Summarize the advantages and disadvantages of various treatments. For which window type would each style be appropriate? How can window treatments be used to coordinate colors, create a focal point, disguise structural features? Which treatment costs the most? Which cost the least?

Activities F: Accessories

Initial Activities:

Ask students "Imagine that you are going to be living in a hotel room for several weeks. If you could only take two things from your room, other than clothing and grooming items, what would they be? What would you do to make it more like home?"

Create a list of items that can be used as accessories.

Challenge Activity:

Cite examples of accessories and research ways of displaying them to solve individual design situations. Create a portfolio illustrating a specific display.

Creative Activities:

Ask student(s) to

Define the term "accessories" in home furnishings.

Discuss how accessories reflect personal experiences and interests. Where can they find ideas for accessories and displaying them?

Select accessories and arrange them in a decorative, but functional way. Calculate costs for purchase. Draw a sketch of a design. Designs might include the top of a dresser, an entertainment center, a mantelpiece, a bookcase and/or a collection of favorite objects.

Define and cite examples of functional accessories, decorative accessories, and objects d'art.

View a video on decorating small areas.

Tour model rooms or look at pictures of rooms from magazines, catalogues. What elements are used that personalize the room?

Describe factors that influence the selection of accessories, including style, cost, amount and type of care required and coordination with room decor.

Study rules for accessory arrangement. Using accessories, create arrangements or find pictures that illustrate arranging objects by color, shape, purpose; arranging accessories, picture on a wall; incorporating design principles in accessory design.

Decorate on a budget. Make a list of inexpensive or recycled objects which could be used as home accessories. Imagine spending up to \$100 to revitalize their decor. Discuss items that could be

added and ways to create a new look. Use magazines, newspapers and catalogs to provide ideas. Make a list of purchases and prices. (Remember, be creative!)

View a video on money-saving decorating, such as decorating with sheets.

Activities G: Home Computers:

Initial Activities:

Ask students "Where, in what places, do we see computers used every day?

"Which electronic devices do you use in your home? (video games, calculators, microwaves, etc.)"

List all the ways you use computers now (banks, telephone ordering, games, etc..)

Ask "How do you think computers will affect our lives in the future?"

"In what ways have/will computers changed/change our homes?"

Challenge Activity:

In pairs, have students play the computer game "Sym City" or "Sym Earth." The group with the best outcome wins! (Note: Computer lab time or borrowing/traveling/shared computers is essential for this activity).

OR

Using a computer, create the interior design of student's dream living space (inside an apartment, condo, duplex, single/family home, townhouse, etc.).

Creative Activities:

Ask student(s) to

Develop a list of ways computers are now used in the home and will be in the future. Think of ways they could use a computer to make various household tasks easier (record keeping, tax preparation, budgeting, recipe files, analysis of diet, homework).

View a demonstration of the functions of computers in the home. Summarize the applications included.

Survey the types of companies, including company and model name, available in computer stores and other types of stores. Develop a chart of features of home computers and costs. Examine accessories and types of software.

Read computer magazines at the school library. Look for

examples of articles about the use of computers in the home. Research ergonomics. Design a computer work station and home office. Clip pictures of computer work stations available for purchase, and set up a file.

Analyze disadvantages of home computers (cost, cost of software, limits of systems, time to input data, maintenance, space requirements). List the benefits. Perform a cost/benefit analyses. Summarize the results.

Explore opportunities to learn about computers. Ask teachers, parents, and other adults how they learned to use computers.

Create a chart of learning opportunities and the costs of each.

Explain who they think should purchase a computer. Why?

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Students will document, through a portfolio of pictures, their ability to organize the interior of a home. Results should be aesthetically pleasing, suited to individual or family needs and within budget (verified by calculations).

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty I: **Sheltering Self and Family**

Task .03: Improve the living environment outside the home

Performance Objective:

Condition: Resource materials
 Housing examples
 Community setting
 Personal preferences
 Budget
 Needs, wants of families
 Yard, exterior property
 Resource materials
 Computer

Task: Improve the living environment outside the
 home: color, styles, architecture

Standard: Improve the living environment outside of the
 home to make it functional and aesthetically
 pleasing in a way appropriate for the
 environment/location and within budget.

Performance Steps:

Assess the condition of an existing home exterior.
Determine needs, wants and goals of a family.
Set goals based on needed/desired changes.
Establish a budget.
Select a style of home (single-family, apartment, townhouse, etc.).
Identify options for achieving the goals.
Create a plan.
Identify construction materials available for housing exteriors.
Investigate implementation options (constructing and/or delegating).
Monitor delegated project or establish construction plan.
Comparison shop for supplies and contractors.
Implement the plan.
Evaluate.

Enabling Objectives:

- Describe housing options.
- Calculate housing costs.
- Evaluate construction materials and services relative to needs.
- Define construction terms.
- Describe the effects of color.
- List common construction features.
- Distinguish between structural/ornamental design features.
- Define terms relative to landscaping.
- Describe materials for landscaping.
- Distinguish among outdoor plants/describe selection/maintenance.
- Describe tools/ safety procedures related to landscaping.
- Calculate landscaping costs.
- Analyze exterior lighting.
- Communicate in oral and written form.

HSPT: W-I R-II a-f R-IV a-d (See Appendix A)

Activities A: Exterior Alternatives

Initial Activities:

Ask students, "If you were an architect designing a home, what kind would it be? What would it look like? Why?
What is the most common type of dwelling in the area in which you live (single family, apartment, etc.)? What do most of the homes look like? What do architects and builders consider when choosing housing styles? What is the most popular exterior color or building material for homes/buildings on your street?"

The teacher writes two or three terms on the board, the class defines and discusses modifications for exterior planning of each:

single-family house	manufactured house
attached house	mobile home
free standing house	multifamily dwelling
custom house	cooperative
tract house	condominium

Challenge Activity:

Think about how your housing needs will change in the next five years and in the next fifteen years. Design a personal dream home that will meet those needs. Draw a sketch of the exterior

design of your ideal residence. Use a computer program to aid the design.

Creative Activities:

Ask student(s) to

Research types of housing construction and architectural design.

Take a tour of your town, area or a nearby urban area. Note renovations, urban homesteading and downtown revitalization projects that are taking place. What does renovation/revitalization include? Create a video tape or photo essay of your tour.

Survey your neighborhood area to determine housing styles and types (colonial, tudor, tract, multifamily etc.). Compile and analyze the results.

Examine current home design and architecture magazines and collect pictures illustrating new trends in architecture. Include single family homes, mobile homes, multifamily dwellings condominiums, etc.

Compare and contrast current design to long-established styles of architecture. Which will continue to be used? Which will be modified? Which will not be used? Make a bulletin board or display of new trends.

Summarize the class presentation of an architect, realtor or builder discussing current trends in building renovation and new constructions.

List common construction features/exterior wall coverings. How are these influenced by housing design?

Interview a homeowner. Did exterior design influence their housing choice? What exterior changes would they like to make?

Examine exterior design features. Which exterior design features are structural? Which are ornamental? Are some both?

Learn about construction features and the advantages and disadvantages of each type.

Discuss how they would choose an exterior color. What factors would influence the choice?

Observe a demonstration of a computer that helps select exterior color combinations in a paint store.

Calculate costs of building a home, repairing a home or purchasing a home.

Write a real estate ad for their house/apartment building. How would they describe the home: architecture, exterior, location, neighborhood. Which special features would they highlight that would attract a buyer?

Interview a homeowner. Determine the factors which influenced the construction or choice of architectural design of his/her housing choice. Write a description of findings.

Discuss home/yard safety.

Investigate architectural design elements. Look at pictures of various types of homes. Note architectural elements used to make the home distinctive personal.

Use a sketch or outline of a house. Add architectural elements (shutters, gazebo, porch, trim etc.) and landscape elements (walk, shrubs, fence, etc.). All drawings should be to scale. Calculate costs and justify choices. Display drawings and report on costs and rationale of choices.

Activities B: Landscaping

Initial Activities:

Ask students: "Why do we plant flowers, trees, bushes around our homes? In what ways is landscaping like 'outdoor decorating'? In what ways can landscaping help make homes more energy efficient and aesthetically pleasing?"

Challenge Activity:

Ask students to modify landscaping around a selected home or building. Draw an outline of the area to be enhanced. Add plants, shrubs, flowers, window boxes, planters and/or trees to complement the housing style and property. Use a computer program to aid in designing. Label each plant type. Add other elements to enhance the exterior design.

Creative Activities:

Ask student(s) to:

Look at landscape plans. What are the three major areas of residential landscape plans? Give examples. Sketch elements to include in each area: A. Public: front porch, balcony, entrance; B. Private: sun deck, pool, patio; C. Service: trash cans, recycling, deliveries.

Study pictures of landscape and exterior design. What element are added besides plants? (fences, benches, etc.).

List landscape maintenance tasks.

Investigate which factors influence plant selection. Use a computer program to "age" your landscape design

Plan an exterior design like an interior design: Walls of a room/ borders of property; Floor coverings/ground covers; Roof/ overhead protection; Accessories/rocks, sculpture; Lighting/candles, flood lights.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Create an aesthetically pleasing home design by drawing the exterior of a home or other housing arrangement. Illustrate housing style, construction materials, design features and colors of housing materials.

Illustrate by drawing, or Computer Assisted Design (CAD), the exterior environment of a home including planting, flowers, shrubs and other design elements.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty I: Sheltering Self and Family

Task .04: Maintain a home

Performance Objective:

Condition: Current condition of home
Maintenance and cleaning tools
Resource materials
Computer budget

Task: Maintain a home

Standard: Maintain a home that is aesthetically pleasing,
safe, neat, reasonable (within budget) and
compatible with family needs.

Performance Steps:

Identify needs, wants and goals related to housing.
Evaluate the current condition of the home.
Set and prioritize home maintenance goals.
Generate options in meeting the goals.
Establish a plan to maintain home.
Implement the plan through doing or delegating/monitoring.
Evaluate the plan.

Enabling Objectives:

Analyze architectural styles and elements of style.
Describe the effects of weather on exterior building materials.
Describe how to shop for home repairs.
List home repairs best done by professionals.
Describe criteria for selecting home repair professionals.
Calculate costs of maintaining a home.
Schedule and demonstrate home maintenance jobs.
Describe principles of safety.

HSPT: W-I W-II c-d R-II b-e R-II a-e
 R-IV a-b, d M-I a-c M-II a, d
 (See Appendix A)

Activities A: Exterior Maintenance

Initial Activities:

Ask students "What styles of architecture are found in this community?" "What kinds of safety hazards can be found outside of the home?" "If you could improve the exterior of your home, how would you do it?"

Challenge Activity:

Create a home maintenance calendar. Clip an exterior picture of a house from a magazine, newspaper, or sketch a picture. List all exterior and yard maintenance jobs that must be done to keep the house clean, neat and safe. Create a calendar. Identify who would do maintenance jobs. Check these with a homeowner and make necessary revisions.

Creative Activities:

Ask student(s) to

Analyze pictures of different styles of architecture. What characterizes each style? What types of exterior wall coverings are used? What kinds of maintenance does each require? How much does each one cost when remodeling/building a home? What safety hazards are common in the installation of these materials?

Calculate costs in maintaining a shared housing unit.

For people who live in apartments, condominiums and other types of shared housing, who is responsible for exterior maintenance?

Who pays for exterior maintenance?

Imagine themselves as potential home buyers. Which houses would they want to tour and possibly purchase? What makes a house attractive? Estimate closing costs involved in purchasing a home (real estate offices or banks can assist in this).

List home/yard accidents. How can they be prevented? Calculate medical costs in caring for accidents.

View a video on home repair, redesign.

Activities B: Caring for Your Own Space

Initial Activities:

Brainstorm ways to make cleaning their rooms less of a chore (listen to music, think of vigorous cleaning as a form of

exercise, etc.).

Discuss "trouble spots" in students' rooms like lack of storage space, messy desk, ruffled curtains that are difficult to care for, etc.

Challenge Activity:

As entrepreneur(s), student(s) want to create and market home maintenance kits (basic or deluxe cleaning kits, basic or deluxe maintenance and work box, basic or deluxe remodeling and design kit). Select a specific type of kit and determine what it will contain. Design the box to hold it all as well as packaging strategies geared to target populations (single moms, newlyweds, etc.). Calculate costs for producing it, the price for selling it and profits to be realized. Present calculations on bookkeeping, and ledger sheets. Create a marketing plan for your product, including analysis of costs, target populations, methods of distribution, etc.

Creative Activities:

Ask student(s) to

Select a cleaning task (shampoo rug, clean windows, polish furniture, clean drapes, etc.). Study books, magazines and product labels to learn about available products and correct methods of care. Determine which method/product gives best results. Demonstrate the correct use of tools, equipment, and product for the cleaning task. Calculate time, energy and costs involved.

Define routine care of their space. Name tasks included in routine care. Compare lists of class members.

Identify factors which influence routine care required (type of decor, colors, living patterns). Explain how each factor may affect routine cleaning.

Interview homemakers to obtain suggestions for routine care of rooms. Prepare a schedule for the routine care of their room/area.

Create case studies (student-generated on index card) that arise when people living together do not have the same values and standards of cleanliness. Using principles of assertiveness training, roleplay resolution to these problems.

Create solutions for caring for "trouble spots" discussed in initial activities.

Create a schedule for cleaning their rooms. Try it for a week and

make necessary changes. Compare their successes and ways to improve with class members.

Record estimated home maintenance costs on accounting ledger sheets with the help of a teacher, local bookkeeper or accountant.

Activities C: Caring for Shared Space

Initial Activities:

Write or discuss "The first thing I notice when I go to someone's house is _____."

Discuss most "hated" household cleaning tasks. List on board, methods, techniques and/or products to make the task easier.

Identify "time steals" that make tasks take longer such as procrastination, not having the supplies at hand, telephone conversations, etc..

Write neatness, cleanliness, order, tidiness, maintenance. How are these related?

Challenge Activity:

Each student or group is to create an imaginary home maintenance plan. Describe a family and their house. Write the following:

1. a list of rooms/areas in the home;
2. a schedule of daily, weekly and occasional cleaning jobs for the rooms/areas;
3. which members of the household are to do the jobs (all members must participate).

Creative Activities:

Ask student(s) to

Discuss cleaning/maintenance responsibilities in and around the house. Rate cleaning tasks from easy to difficult. Which tools, products, equipment are needed for these task? Calculate costs in purchasing and caring for these products.

Give examples of easy care/maintenance decorating.

Define routine care of housing. Name tasks included in routine care. How may routine care vary by type, size of family, style of house, etc.. What care is required by all types of housing?

Discuss how neatness and beauty in the home influence physical, mental and emotional health. In what ways can extremes influence the health and well-being of people?

Interview families to discuss routine care of a home. Share ways

of planning routine care. Organize tasks to save time and energy.

Calculate costs of maintaining a home. Plan a cleaning schedule that involves everyone in the living unit.

View a video that demonstrates cleaning techniques.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Students will be given a description of a family and their home. Using the description, they will design a home maintenance plan for that family.

The student will illustrate a home maintenance task by researching appropriate tools and products, demonstrating use of tool and products, and accurately calculating cost of products.

Students will be given or select a picture of an interior room. They will describe changes in the decor of the room to make home maintenance/cleaning easier. Reasons for changes will be justified.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

Duty I: Sheltering Self and Family

Task .05: Establish a home safety plan

Performance Objective:

Condition: Existing conditions of dwelling space
 Developmental/special needs of family members
 Budget

Task: Establish a home safety plan

Standard: A realistic and efficient home safety plan is
 devised to meet family needs by providing a
 living environment containing minimal risks
 within the specified budget.

Performance Steps:

Identify developmental and special needs of family members.
Evaluate dwelling space in terms of safety.
Set home safety goals relative to needs.
Establish a budget for home repair and maintenance.
Generate options for meeting the goals.
Determine a process for achieving the goals.
Implement the strategies for achieving the goals.
Evaluate.

Enabling Objectives:

Identify causes of home accidents.
Analyze ways to prevent home accidents.
Demonstrate safety practices in the home.
Predict the impact of change on home safety goals.

HSPT: W-I M-I a-d M-IV a-c
 R-II a-f R-IV a-d
 (See Appendix A)

Activities A: Safety

Initial Activities:

Discuss what accidents have occurred in the students' homes.

Look around the classroom, what safety signs, reminders are posted? What signs are around the school?

Where do most accidents in the home happen? Why?

What other factors affect home safety and accident prevention?

1. How can good lighting lessen safety risks?
2. How can improper storage cause accidents?
3. How are safety and cleanliness related?
4. Which phone numbers should be kept next to the telephone?

Challenge Activity:

Plan and conduct a safety lesson or series for grade school or pre-school age children--include home safety, health, fire safety.

Note: As a community service, this activity could be expanded to a town wide safety day.

Creative Activities:

Ask student(s) to

Develop a plan for a safe home.

Create safety activities in four areas: electrical safety, safety practices, fire safety, and home hazards.

Organize a home fire drill including plan, signals, buddy system, escape routes and timing. Test the plan.

Create a home first aid kit. What items, tools should be included? What instructions should it have? Where should the kit be kept?

Prepare questions for a fire fighter and police officer who can speak to the class about home safety.

Survey a store such as The Safety Zone that specializes in home safety/security devices. Summarize types of devices.

Activities B: Accident Prevention

Initial Activities:

After surveying the class, categorize household accidents that have occurred in their homes by type (cut, fall, electrical, fire, etc.)

Creative Activities:

Ask student(s) to

Discuss causes of household accidents (refer to Initial Activity listing household accidents); formulate ways to prevent accidents. Complete activity sheet, "Safe or Unsafe."

Respond to questions: "What should be done in case of household poisoning? Which substances are poisonous? How do you know someone has been poisoned? Who do you call, what information is needed? Should you follow the instructions on the package for antidotes?"

Which factors affect safety in the home? Why do homes need to be safety-proofed based on individual needs? (Answers would include ages of family members, pets, age of house, how aware/observant occupants are, special conditions of family members, time, money, expertise to do repairs, cooperation of family members.)

Create guidelines for preventing household accidents. Include guidelines for preventing fires, electrical problems, cuts, poisoning, falls.

Summarize the class presentation by a member of a local First Aid Squad who discusses first aid procedures, CPR training and what to do in case of a household accident.

View a video on home fire safety and/or home security. Summarize the information presented.

Identify a police officer or insurance agent who can give a class presentation on home security. Present questions for a class presentation.

Criterion-Referenced Measures-Evaluation

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Safety lessons will be evaluated for content and effectiveness by the teacher and also by the teacher of the class to whom the lesson is presented.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

SAFE OR UNSAFE
(Duty I/Task .05)

Directions: Carefully read the following statements, place an S in front of those that are safe, U in front of those that are unsafe. After statements that are unsafe, list reasons why.

- _____ 1. "I save time by drying my hair while brushing my teeth."
- _____ 2. "Just put any wattage lightbulb in the lamp--it doesn't matter."
- _____ 3. "I prefer to save newspapers in the basement, so that I only have to drive to the recycling center a couple of times a year."
- _____ 4. "I mixed some fine sand in with the paint I used to paint the porch steps, so you won't slip."
- _____ 5. "It's okay to smoke in bed; most of the newer types of mattresses are fire retardant."
- _____ 6. "I don't think we should have to make changes and rearrange our furniture just because Grandma's moving in to our home."
- _____ 7. "The room looks so much neater with all those cords tucked under the rugs."
- _____ 8. "We installed carpeting on the stairs to give better traction."
- _____ 9. "Kids pajamas seem so expensive, I'll let the baby sleep in underwear."
- _____ 10. "I put the dishwasher on short dry to save energy."
- _____ 11. "To get the bathroom really clean, I like to use a mixture of several products."
- _____ 12. "My grandmother collects decorative pill boxes--she empties a different medication into each box and throws away the original pill bottle."
- _____ 13. "My family always keeps the garage locked because of the tools, equipment and lawn care products stored there."
- _____ 14. "It's okay to take the batteries out of the smoke detector; I'm a light sleeper."
- _____ 15. "If you think your child swallowed something poisonous, have him/her drink milk to neutralize it."

SAFE OR UNSAFE ANSWER KEY (Duty I/Task .05 continued)

1. U
2. U
3. U
4. S
5. U
6. U
7. U
8. S
9. U
10. S
11. U
12. U
13. S
14. U
15. U

Duty I: Sheltering Self and Family

Task .06: Establish a home health plan

Performance Objective:

Condition: Dwelling space
 Cleaning tools and equipment
 Cleaning products
 Living conditions
 Developmental/special needs of family members

Task: Establish a home health plan

Standard: Home health plan is established that
 meets/exceeds basic guidelines of sanitation; is
 realistic, fair, and efficient; uses supplies within
 budget and meets family needs.

Performance Steps:

Identify health and other needs.
Set standards for home health plan relative to needs.
Determine frequency of cleaning chores.
Generate options for meeting needs.
Collect cleaning resources.
Read safety instructions for all resources.
Create a cleaning/home health schedule.
Evaluate.

Enabling Objectives:

Determine cleaning tools/products to clean a home.
Demonstrate use of cleaning tools/materials/equipment.
Describe the relationship of safety, cleanliness and health.
Calculate the cost of cleaning supplies.
Evaluate ways to prevent bacterial contamination in the home.
Identify hazardous chemical reactions which can occur when
chemicals are mixed.

HSPT: W-I W-II c, f R-II a-f R-IV a, b, d
 M-I a-c M-II b
 (See Appendix A)

Activities:

Initial Activities:

- Students brainstorm what could happen to the health of the residents if their home was not cleaned on a regular basis.
- Describe tasks to "quick clean" living area in 5-8 minutes.
- Quick clean: friends call from a nearby phone booth. They will be at the student's home in 15 minutes.
- How would students "quick clean" their rooms?
- Discuss reasons for keeping a home clean, neat and orderly.
- Ask students how they feel about working in a dirty, messy environment versus a clean, neat one.
- If there was a "Come As You Are Party", what character would their rooms come as? What would their homes come as?

Challenge Activity:

- Students are moving to their own home. First, it needs a thorough cleaning. List all the tools, equipment and supplies they would need to take with them. List may include broom, mop, vacuum cleaner, window cleaner, disinfectant, etc. Since they will be sharing a two bedroom apartment with a roommate, write a schedule of how they will divide cleaning duties.

OR

- Be entrepreneurs. Students are setting up their own house-cleaning business. Describe how they would train employees to use only as much time and effort as necessary to complete a cleaning job. Survey cleaning services to determine costs, duties, requirements.

Creative Activities:

Ask student(s) to

- Develop a plan for home cleaning. Analyze cleaning tasks in terms of frequency, ways to simplify (dovetailing, new products, techniques), use of tools, equipment. Research cleaning products and set up a comparison of similar products.
- Complete a Product Match. Make a list of common household cleaning tasks and match with products available for that job. Teacher note: this may be done as an assignment, a group activity or by clipping pictures from magazines. Repeat with Equipment Match.
- Analyze cleaning tasks. Interview homemakers who do/do not work outside the home as well as dual worker families. List ways they identify and accomplish home cleaning tasks.

Compare cleaning products. Read a Consumer Reports article on cleaning products. Try as many of the products as possible. Calculate the cost per use and satisfaction with products. Draw conclusions by comparing and contrasting products (i.e. cost per application, quality, etc.).

Analyze how family members share maintenance tasks. Each family member or resident is to complete the "Health and Sanitation Checklist." Compare results. Call attention to areas where sanitation is not maintained.

Analyze tasks to promote cleanliness and organization. Class members compare answers.

Investigate household devices for handicapped people. Share information with the class. If any students have friends/relatives with handicaps, discuss what kinds of changes they have made. Describe ways a home would have to be changed or modified to accommodate a person with a handicap.

Divide class into groups; each group describes ways a residence would need to be modified for impaired mobility, vision, or hearing/speech.

Criterion-Referenced Measures-Evaluation

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Create a chart listing cleaning tasks, frequency, product(s), tool(s), and/or equipment to be used. Evaluation will be based on examination of the task and the results obtained.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

HEALTH AND SANITATION CHECKLIST

(Duty I/Task .06)

Cleaning and sanitation is a never ending process that must be done by all persons living in a household. It may be more difficult to control pests and maintain sanitation standards if you live in an apartment or in a neighborhood where houses are close together, but neighbors and landlords must cooperate to eliminate as many sources as possible.

Below is a sanitation checklist. Read each question and answer by checking yes or no.

YES NO

- | | | |
|-----|-----|---|
| --- | --- | Do you clean the top of the stove after cooking? |
| --- | --- | Do you refrigerate leftovers promptly? |
| --- | --- | Do you keep milk and foods made with milk refrigerated? |
| --- | --- | Do you freeze meats that are not eaten within a few days of purchase? |
| --- | --- | Do you keep garbage cans clean and covered? |
| --- | --- | Do you keep litter/trash picked up around your house and yard? |
| --- | --- | Do you scrape and wash dishes promptly? |
| --- | --- | Do you rinse cans and bottles for recycling? |
| --- | --- | Do you keep food boxes and packages tightly closed? |
| --- | --- | Do you use the right pesticide for the job? |
| --- | --- | Do you refrain from placing/spraying pesticides near food? |
| --- | --- | Do you always read and follow label directions on pesticides? |
| --- | --- | Do you dispose of trash regularly? |
| --- | --- | Do you prevent piles of trash from accumulating? |
| --- | --- | Do you keep the lawn mowed and bushes trimmed? |
| --- | --- | Do you have containers set aside for recycling glass, aluminum, etc. |

(Duty I, Task .06 continued)

YES NO

- Do you store foods in clean, dry areas?
- Do you dispose of food if it smells bad?
- Do you check expiration dates on dairy and baked foods?
- Do you defrost food, especially meat, in the refrigerator or microwave?
- Do you clean up any food you have spilled?
- Do you have a regular cleaning schedule for your home?
- Do you use disinfectant in areas where needed?
- Do you try to keep your house and yard litter free?
- Do you take "the extra step" when at parks, playgrounds, etc. to put trash in designated areas?

What is your percentage of yes answers? Are you putting health and sanitation on the line?

Discuss 5 ways to improve health/sanitary conditions in your home.

Duty I: **Sheltering Self and Family**

Task .07: **Modify the living environment**

Performance Objective:

Condition: Current condition of home
 Needs and wants of family
 Resources:time/money/energy/knowledge/supplies
 Budget

Task: Modify a living environment

Standard: A home is modified so that it meets family needs,
 is aesthetically pleasing, energy efficient,
 and the costs remain within a budget.

Performance Steps:

Determine needs, wants and goals of a family.
Establish a budget for modifications.
Prioritize goals.
Investigate options for achieving the goals.
Monitor the plan.
Evaluate.

Enabling Objectives:

Analyze a home for needed/desired modifications.
Define terms related to home improvements.
Describe a contractor's rights and responsibilities.
Identify ways of sharing space.
Project modifications of living space based on special or
 developmental needs of a family.
Compare/contrast building materials, wallpaper, paint tools and
 other resources needed in home improvement projects.
Calculate costs of home repair/modification.
Establish a budget based on priorities.
Evaluate ways to make a home more energy efficient.
Match home repair tools with their intended use.

HSPT:	R-II a, b, d-f	R-IV a-d	M-I a-c	M-II b-j
	W-I	W-II c, d	M-I a, b	
	M-II a-d, f-j	M-III b		

(See Appendix A)

Activities A: Maximize space to meet family needs.

Initial Activities:

Ask students: "Does your current housing provide a place for you to work off steam, relax or renew your energy?" "Does your current housing provide ample privacy to meet your needs?" "How does your current housing meet/ not meet these needs?"

Challenge Activity:

Working in small groups, select one room in a home and plan a home "paper renovation." Formulate three different plans: limited, moderate, and liberal budget. List/describe types of possible changes and an approximate budget. Use drawings, computer printouts, floor plans and magazine pictures to illustrate concepts. Explain how the changes will meet family needs more fully than the existing housing.

Creative Activities:

Ask student(s) to

Study ways of modifying living spaces. Complete the activity sheet, "Home Improvement Plan."

View a video on home improvement. Summarize the information as a class.

Explore ways of renovating and changing living space to solve problems. Complete activity sheet, "Sharing & Solving Space Problems."

Research steps to follow in hiring someone to do home repairs and simple renovations. Formulate a list of do's and don'ts for hiring contractors.

Interview neighbors, friends and relatives on the changes they have made to their living space/dwelling. Include open-ended questions on strategies, costs, "do it yourself" versus delegating, stores which sell products at a good value, etc. Summarize findings in a written report or portfolio. Discuss findings as a class.

Activities B: Meeting Special Needs

Initial Activities:

Discuss types of special needs family members may have and how they may affect housing (young children, geriatric, illness, poor vision). Discuss terms used to describe handicaps. Teacher notes acceptable terms.

Challenge Activity:

Interview a family regarding the special needs of member(s). Help determine "dream renovations" to meet the current or projected needs of the family. Create a plan to meet dream goal(s) including projected renovations, budget, materials, etc. Present findings in a creative fashion.

Creative Activities:

Ask student(s) to

Interview a family about sharing space. How does the family share living space? What influences the way the family shares space? How can space be used to meet individual needs? Complete Activity Sheet "Sharing and Solving Space Problems."

View a video about housing and the life cycle.

Discuss situations and times when housing must meet the special needs of its residents, using the family lifecycle/students' personal experiences. Compile a list of these needs. Determine from research how to best meet these needs.

Activities C: Storage

Initial Activities:

Ask students "What is the most cluttered area of your home?"

Hold up items or pictures of items that could be used for storage (baskets, boxes, tubs, cans, etc.) "Can you think of items to store in these containers? How do you decide where/how to store an item?"

Challenge Activity:

Plan a home office or study center for an individual student's projected professional needs including space for supplies, telephone, records, etc. Design the area so that everything is within convenient reach and can be closed when not in use.

Creative Activities:

Ask student(s) to

Define personal space. Why is personal space important? Evaluate what personal space gives a person (privacy, opportunity for self-expression, a place for personal items). List examples of personal space. What do the students keep in their personal space?

Design (sketch or draw) an area that they consider to be personal space.

Define shared space. List examples of shared space: kitchen, bathroom, family room, etc. Discuss advantages and disadvantages of sharing space. What human factors make sharing space easy or difficult?

Discuss where/what areas can be used for storage?

List factors that influence storage needs. Discuss how adequate and well planned storage make family functions easier and more efficient. Why is it necessary to plan storage? What factors need to be considered?

View a video on storage. View pictures of different types of storage arrangements. Write a narrative about the particular family or person for whom they were designed (real or fictitious).

Conduct an inventory of household items to be stored at the students' homes. Discuss how space requirements vary among students.

Plan a storage unit. Identify items that could be stored in the unit. Identify principles of storage in terms of size, weight, frequency of use, dimensions and place of use.

Survey a home center store, hardware or refer to catalogs and magazines to identify storage items that are available for purchase. Include examples of freestanding portable modular and wall-installed storage units. Examples should also include baskets, chests, filing cabinets, portable closets, modular cubes, shelves, display cabinets, trunks, plastic grid shelving systems, units for computers and electronic equipment, etc. Discuss price ranges.

Discuss ways of duplicating purchased store items or reusing/recycling alternates. (ex. Refinish and add new hardware to a discarded chest or trunk. Use baskets for storing small grooming items in the bathroom.)

Interview a handicapped person about his/her storage needs. Research items and techniques for storage to allow for easier and safer access.

Divide into groups to discuss storage of seasonal/seldom used items.

Apply principles of storage. Each group thinks of a difficult to store, seldom-used item. Exchange with another group who creates an efficient way to store the item.

Activities D: Home Repairs

Challenge Activities:

As a class, create a do-it-yourself manual for home repairs. Include a table of contents, chapters, resources, index, etc.

Creative Activities:

Ask student(s) to

Watch a parent, friend, neighbor or other person fix something in the home. Report back to the class the 1) problem, 2) solution, 3) tools utilized, 4) time expended, and 5) costs involved.

Complete "Do It Yourself" Activity Sheet."

Adjust a faucet to a steady drip, place a measuring cup under the faucet, collect water for twenty minutes. Calculate the amount of water wasted in one hour, one day, one month, one year.

Observe a demonstration by the school custodian or a local plumber how to troubleshoot and repair a faucet.

Develop a list of water wasters. Publish the list in a local newspaper as a community service.

Call an appliance company information line with an appliance repair question. Report to the class on the results of your inquiry.

Discuss alternative actions and consequences when an appliance doesn't work:

Alternatives

1. Have it repaired at a shop
2. Repair it yourself
3. Throw it out
4. Do nothing

Consequences

May cost a lot, but will get an estimate
Could get hurt, may ruin appliance
May only need minor repairs
Injury from unsafe appliance/
lack of service

Develop alternatives/consequences exercise for common household repairs like a torn window screen, small hole in porch roof, crack in basement wall, broken window pane.

Develop a list of resources to get more information on home repairs.

Develop a list of home repair needs; next to each, list tools, equipment needed, whether it can be done by a home repair person and sources of further information or assistance.
Design a home tool chest. List tools it should include and a list of uses for each tool.

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

Students will create a plan for home renovation. They will include an outline of the steps, processes, materials with calculations verifying that project can be completed within a budget amount set by the instructor. Results must be aesthetically pleasing and utilize recognized design principles.

Given a hypothetical situation, determined by the instructor, a plan to share a special space utilization need will be created. The plan will include a written description, drawings and budget calculations. Evaluation will be based on creativity, space utilization and cost analysis.

Given a list of items to be stored, a storage unit or plan will be drawn. The plan will include measurements, materials used in the unit and descriptions of items to be stored in the unit.

Given a list of household problems requiring repairs, students will list at least one alternative and one consequence of that alternative for each problem. Extra credit may be given for identification of errors/weaknesses of each alternative.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

HOME IMPROVEMENT PLAN

(Duty I/Task .07)

Renovations to a home can mean anything from minor changes to major, large-scale construction. Often, minor changes--like painting, rearranging furniture, and adding different accessories can have a major impact on the learning environment. In this exercise, you are to select one room in your home, describe how you would "renovate or change" it to create a new look and make it more adaptable to the needs of the people who use it. You have a budget of \$250, so you will not be able to do major renovations.

Room you have chosen_____

1. What do you plan to change?

2. Why did you choose this room?

3. What are the steps in planning and completing this project?
(Use the back of the paper if necessary)
 - A.
 - B.
 - C.
 - D.
 - E.

4. List items you would purchase-item description and price. (Use back if necessary)
 - A.
 - B.
 - C.
 - D.
 - E.

(Duty I/Task .07 continued)

5. Discuss this project with your family, what would their reactions be?

Parent's signature_____Date_____

SHARING AND SOLVING SPACE PROBLEMS (Duty I/ Task .07)

DIRECTIONS: Each person living with someone else needs to share space with someone else. Often, this can lead to problems. Taking time to analyze the problem and coming to an equitable solution can save arguments and hurt feelings. Try your problem-solving skills by recommending solutions to each situation below.

- Problem 1: John and Dave are sharing a one bedroom apartment. Once a week, Dave has friends over to watch Monday night football. John is really not interested in football, and he would rather listen to quiet music. What solutions are there to this situation?
- Problem 2: Karen's younger sister Samantha likes to go into her room. She claims she doesn't hurt anything--it makes her feel grown up to see Karen's clothes, make-up, pictures and possessions. Karen does not believe that her sister won't touch anything.
- Problem 3: There is only one bathroom in your house. Mornings are disastrous--you are trying to get into the bathroom to take a shower and your sister is doing her make-up and your mother is drying her hair. It takes so long to wait for them that you don't have time to eat breakfast.
- Problem 4: Chris's dad is always getting on Chris's case. His dad thinks his room should be very neat: bed made, books stacked neatly and all of his projects put away. Chris feels that because it is his room, he can have it any way he wishes. What should Chris do?

(Duty I, Task .07 continued)

Problem 5: Iania is very upset. After years of sharing a bedroom with her older sister, she finally has a room of her own then her cousin's house had a fire. Iania's mother told her cousin she could share Iania's room. What should Iania do? What should her cousin do?

Problem 6: Anna, who is 13, and her mother have lived in a nice two-bedroom house since her mother's divorce. Her mother is planning to remarry so Anna, her mother, step-father and his 14 year-old daughter from his previous marriage will soon be living in a house. What solutions can you suggest for space allocation?

Use the format below to solve each problem.

- I. Identify the concern (It may help to look at yourself as an uninvolved party--a mediator).
- II. Set goals: aim for a solution that would be fair, equitable and result in more family unity.
- III. Form a plan: make a plan or outline ways to solve the problem.
- IV. Action: describe what you are actually going to do to solve the problem.
- V. Follow up/Evaluate: Explain how the results helped solve the situation.

DO IT YOURSELF
(Duty I/Task .07)

DIRECTIONS: In this exercise, you are to assess the feasibility of various home repairs. Look around your home economics or life skills lab and/or your own home and make a list of needed repairs, list tools needed, whether the job can be done by you and where to get help.

Repair needed: Tools, Equipment Can Do? Sources, Info/, Advice

Duty I: Sheltering Self and Family

Task .08: Assist in the care of homeless individuals

Performance Objective:

Condition: Homeless individuals and families
 Resource people
 Resource materials
 Budget

Task: Assist in the care of homeless individuals

Standard: Assistance is provided to homeless
 individuals so that trauma is minimized;
 physical, social, emotional, educational
 and spiritual needs are met; and safety is
 maximized.

Performance Steps:

Investigate options for assisting the homeless.
Assist a family in planning to achieve goals.
Assist a family in securing resources and needed goods and services.
Evaluate.

Enabling Objectives:

Describe economic and social issues related to homelessness.
Identify ways to help homeless people.
Describe the services provided by various social service agencies.

HSPT Skills: W-I R-II a-d (See Appendix A)

Activities:

Initial Activities:

Ask students "If you passed a homeless person on the street, would
 you give the person money? Why or why not? How do you feel
 about and what is your reaction to homeless people?"

"Is government (local, state and for federal) doing enough to assist homeless individuals and families?"

"What do you want to know about homelessness?"

Challenge Activity:

Research sources of help for homeless individuals and families in the school and community. Interview school, social service agency and religious representatives. Compile the information into a flyer or directory of information that could be distributed to students and community and homeless families through agencies assisting in this challenge.

Creative Activities:

Ask students to

Discuss the situation of homeless people in the area where you live.

What are the causes? Is it mostly individuals or families? What business or economic factors have contributed or helped alleviate the problem?

Debate the issue of caring for the homeless. ("Is government doing enough to assist homeless individuals and families?")

Investigate all the social agencies who assist homeless individuals (welfare, food stamps, shelters, schools, HUD, energy assistance, religious organizations, councils such as the Interfaith Council for the Homeless, etc.)

Role play a homeless family, without private transportation, obtaining assistance from these agencies/organizations in different parts of the city/county. Discuss findings and reactions.

View a video on homelessness. Follow-up with a question and answer discussion.

Invite a speaker from a social service agency to make the class aware of causes, emotional reactions, managerial difficulties, and sources of assistance for homeless people.

Interview a school guidance counselor or other school official to determine sources of assistance for students.

Volunteer to help homeless individuals. Have a garage sale, donate profits and unsold items to a charity that aids homeless people. Spend time volunteering to help a person or family they know or a religious or social service agency. Join a club or student council at school, "adopt" a family and help them with physical and emotional resources.

Using open-ended questions generated as a class, individually or in pairs, interview a current or formerly homeless family. Compile findings in a creative fashion.

Create a game where all players are homeless families and must collect apartments, employment or financial assistance, transportation, education and/or other services (based on family make-up) prior to self-sufficiency and "winning."

Criterion-Referenced Measures-Evaluation:

Competency in execution of the challenge activity and other problem-solving creative activities will be evaluated through use of the challenge activity worksheet and evaluation form. Worksheet and evaluation forms can be used for teacher, peer or self-evaluation.

An essay on causes of homelessness and ways of assisting homeless individuals and families will be written.

Other creative activities will be evaluated based upon the following criteria: meeting guidelines, mechanical accuracy, depth of questioning, written/oral expression and insight.

APPENDIX A

HSPT: WRITING SKILLS DEVELOPMENT

W I. Write an Essay

W II. Revise/Edit the Written Text of Another Writer

- a. Correct common mechanical (capitalization, punctuation, and spelling) errors within a sentence.
- b. Correct nonstandard sentence structure.
- c. Complete unfinished sentences.
- d. Combine ideas into a well-constructed sentence.
- e. Select transition words to complete a logical progression of ideas in written text.
- f. Organize the content of written text.

HSPT: READING SKILLS DEVELOPMENT

R I. Comprehending Narrative Text at Literal and Inferential Levels

- a. Characters
- b. Setting
- c. Plot
- d. Theme
- e. Vocabulary
- f. Literary Awareness

R II. Comprehending Informational Text at Literal and Inferential Levels

- a. Central Purpose
- b. Major Ideas
- c. Supporting Ideas
- d. Using Data Presented in Visual Form
- e. Vocabulary
- f. Research/Study Skills

R III. Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

- a. Fact/Opinion
- b. Main Idea
- c. Details that Support the Main Idea

- d. Author's Persuasive Technique(s)
- e. Analogies
- f. Vocabulary
- g. Comparisons/Contrasts

R IV. Comprehending Everyday Text at Literal and Inferential Levels

- a. Synthesizing Information to Make an Appropriate Decision
- b. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment
- c. Using Patterns of Sequencing to Accomplish a Given Task
- d. Extrapolating Relevant Information from Written Text for a Specific Purpose

R V. Knowledge about Reading

R VI. Students' Attitudes and Self-Perceptions as Readers

HSPT: MATHEMATICAL SKILLS DEVELOPMENT

M I. Numerical Operations

- a. Make estimations, approximations, and judge reasonableness of results in the context of applications and problem solving;
- b. Represent and use numbers (integers, fractions, decimals, percents, and exponentials) in a variety of equivalent forms in real-world and mathematical-problem situations;
- c. Apply ratios, proportions, and percents in a wide variety of situations;
- d. Understand and use such concepts as primes, factors, and multiples in solving problems;
- e. Understand and use order relations for integers, fractions, and decimals in the context of applications and problem solving;
- f. Understand numbers and our numeration system and the ways they are used and applied in everyday life, e.g., develop number sense and understand place-value concepts.

M II. Measurement and Geometry

- a. Can identify, describe, compare, and classify geometric figures;
- b. Can visualize and represent geometric figures and spatial relationships;
- c. Understand and can predict the results of combining, subdividing, and changing shapes;
- d. Can represent and solve problems using geometric models;
- e. Understand and can apply informally geometric properties and relationships, e.g., congruence and similarity;
- f. Can relate geometric ideas to concepts of number and measurement;
- g. Understand measurement, the structure of systems of measurement, and the use of various systems of measurement;
- h. Can estimate, make, and use measurements to describe and compare phenomena;
- i. Can select appropriate units and tools to measure to the level of accuracy required in a particular situation; and
- j. Understand and can apply informally the concepts of perimeter, area, surface area, volume, angle measure, capacity, time, temperature, and weight/mass.

M III. Patterns and Relationships

- a. Identify, describe, extend, analyze, and create a wide variety of numerical and non-numerical patterns;
- b. Describe and represent relationships using number sentences, verbal statements, models, tables, graphs, and variable expressions; and
- c. Analyze functional relationships to explain how a change in one quantity results in a change in another.

M IV. Data Analysis

- a. Systematically collect, organize, and describe data;
- b. Construct, read, and interpret tables, charts, and graphs that summarize data from real-world situations;
- c. Make inferences and evaluate arguments based on

- analysis of data;
- d. Understand and apply informally statistical concepts, e.g., average, median, mode, range, and ranking;
- e. Make predictions based on experimental or mathematical probabilities; and
- f. Determine the probability of a simple event.

M V. Pre-algebra

- a. Use variables and open sentences to express relationships;
- b. Represent situations and number patterns with tables, graphs, verbal rules, and equations;
- c. Analyze tables and graphs to identify properties and relationships;
- d. Solve linear equations and inequalities using concrete or informal methods.

APPENDIX B: RESOURCES
DUTY I
SHELTERING SELF AND FAMILY

BOOKS

Aronson, Joseph. The Encyclopedia of Furniture. New York: Crown, 1965.

Better Homes and Gardens Complete Guide to Home Repair.
Des Moines, Iowa: Meredith Corp., 1980.

Boger, Louise A. The Complete Guide to Furniture Styles. New York: Scribner, 1969.

Careers in Home Economics. St. Paul, Minnesota, EMC Publishing, 1992.

Conran, Terence. The House Book. New York: Crown, 1976.

Consumer Guide Your Home is Money. New York: McGraw Hill, 1978.

Dickson, E. The Laura Ashley Book of Home Decorating. Harmony, 1985.

Fitzgerald, O. Three Centuries of American Furniture. Englewood Cliffs, New Jersey: Prentice Hall, 1982.

Sherwood, Ruth. Homes! Today and Tomorrow. Peoria, Illinois: C.A. Bennett, 1976.

Thomason, J. Creative Ideas for Decorating. Oxmoor House, 1987.

KEY: EDI: Educational Design Inc.
EGG: Egghead Software
EMC: EMC Publishing
FCF: Franklin Clay Films
HESS: Home Economics School Service
JWW: J. Weston Walch
LS: The Learning Seed
O4L: Opportunities For Learning
OJSS: Orange Juice Software Systems
PLP: Projected Learning Programs

Life Skills Center, Montclair State. Funded through PL 101-392.

VIDEOTAPES

LS: An Eye For Design: Teach the Practical Art of Interior
Decorating
143 VHS

Meridian: Appliance Selection and Care
2400

PLP: Beneath Your Feet
A0131234VH VHS

Meridian: Careers in Housing
2403

Meridian: Caring for Furnishings
2407

PLP: Casing the Joint
A0131242VH VHS

Meridian: Choosing Furnishing and Accessories
VO2604B

Meridian: Choosing Furnishings & Accessories
2406

PLP: Color With Confidence
A0131231VH VHS

Meridian: Decorating: The Interior Design Zone
2408

PLP: Design Basics
A0131225VH VHS

LS: Design for Living
58 VHS

Meridian: Energy Savings
2402

451

- PLP: Enlighten Your Home
A0131229VH VHS
- PLP: Fabric on Frames
A0131243VH VHS
- PLP: Finishing with Fabric
A0131237VH VHS
- PLP: Focus On Color
A0131230 VH VHS
- PLP: From Fiber to Fabric
A0131236 VH VHS
- PLP: Furniture: A Buyer's Guide
H3691182 VH VHS
- Glenco: Homes for the Life Cycle
0-02-63-6660-6
- Meridian: How and Why Housing Developed: An Overview
2405
- LS: Interior Lighting: Bringing Rooms to Life
124 VHS
- PLP: Nooks and Crannies
A0131245VH VHS
- Meridian: Our Environment: Everyone's Responsibility
2410
- PLP: Principles of Design
A0131226VH VHS
- Glenco: Reflections of You
0-02-635980-4
- Meridian: Rent or Buy Decisions
2401

PLP: Space Planning
A0131232VH VHS

Meridian: Storage & Closet Organization
2404

PLP: Tread Softly
A0131235VH VHS

SOFTWARE

O4L: Caddraw
CAD1-HES

O4L: Color Your World Software
066709-HES

O4L: Design for Living Video
019274-HES

HESS: Fabric Identification Kit
LSC178A-81

HESS: Floor Plan
LSC145A-81

O4L: Floorplan Software
071093-HES

HESS: Home Energy Savings
HRM140A-81

OJSS: The Home Hunter
HE5030

O4L: Interior Decoration Simulation
HE4030-HES

OJSS: The Interior Design Simulator
HE3010

EKG: SimCity 2000
DOS #527127 (3.5")
Mac #527119

EKG: SimEarth
DOS #661207 (3.5")
Mac #661215

EMC: Your Living Space
95446F

FILMSTRIPS

HESS: Color Harmony for Interiors
LS 106

Glencoe: Dollar-Wise Decorating
0-02-636690-8

HESS: Energy-Efficient Housing
JWW3760-81

LS: An Eye for Design
143 VHS

HESS: Furniture: A Buyer's Guide
LSC140V-81

Glencoe: Getting a Place of Your Own
(Set of 4 Filmstrips)
0-02-664100-3

LS: Home Clean Home
41 VHS

Glencoe: Homes For The Life Cycle Filmstrip Set
0-02-6366606

HESS: The Housework Trap
LSC125V-81

HESS: Housing: A Cross-Cultural Study
ED5251V-81

Glencoe: Interior Decorating: A Practical Approach
(Set of 5 Filmstrips)
0-02-664740-0

FCF: Interior Design
ST-335

JWW: Let's Learn About Fabrics
767-81

Glencoe: A Living Environment
0-02-6355-10-8

FCF: Reupholstering
ST-211

HESS: Selfscape: The Meaning of Interior Design
LSC 151

HESS: What Everyone Should Know About Fabrics
LSC141V-81

Glencoe: Working with Space
0-02-6355-20-5

Glencoe : Working with Backgrounds
0-02-6355-30-2

KITS

Glencoe: Creating Personal Space Efficient Housing
07-5012-80

Glencoe: A Living Environment
186C-81

Glencoe: Working With Backgrounds
185C-81

Glencoe: Working With Space
184C-81

455

ACTIVITY SHEETS

JWW: 44 Activities in Home Decoration
5076-81

JWW: Safe at Home
246

JWW: Your Living Environment: Activities in Home Design
and Management
706-81

**APPENDIX C
PUBLISHER'S LIST**

American Home Sewing & Craft Assoc.

135 Broadway
NY, NY 10018
212-302-2150

Cambridge Home Economics

P.O. Box 2153, Dept HE10
Charleston, WV 25328-2153
800-468-4227

Coats and Clark Inc.

Dept. SIT-292
P.O. Box 24998
Greenville, SC 29616

Coats and Clark Inc.

Dept. E22
P.O. Box 27067
Greenville, SC 29616

Coats and Clark Inc.

Dept. E21
P.O. Box 27067
Greenville, SC 29616

Color Cues

P.O. Box 671291
Dallas, TX 75367-1291

Conselle, Institute of Image Management

P.O. Box 7052
University Station
Provo, UT 84602
801-224-1207

Crafted with pride in U.S.A.
Council, Inc. (update newsletter)
1045 Ave of the Americas
NY, NY 10018
212-819-4397

Creative Educational Videos
P.O. Box 65265
5147-A 69th Street
Lubbock, Texas 79464-5265

Decorating Den Systems
7910 Woodmont Ave.
Bethesda, MD 20814-3058

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

EMC Publishing
300 York Ave.
St. Paul, MN 55101

Fearson/James/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Franklin Clay Films
P.O. Box St-2036
Costa Mesa, CA 92628-2036

Freudenberg Nonwovens, Pellon Division
1040 Ave of the Americas
NY, NY 10018

General Electric Corp.
3135 Easton Turnpike
Fairfield, CT 06431

Glencoe
P.O. Box 508
Columbus, Ohio 43216
800-334-7344

458

**Glencoe/Macmillan
McGraw-Hill**
15319 Chatsworth St.
Mission Hills, CA 91345

Goodheart-Willcox Co., Inc.
123 W. Taft Dr.
South Holland, IL 60473-2089

Home Economics School Service
10200 Jefferson Blvd., Room 8811
P.O. Box 802
Culver City, CA 90232-0802

Homemaking Research Laboratories
Hwy 8 East
Iony, WI 54563

Hoover Home Institute
The Hoover Company
North Canton, OH 44720

Kidsrights
3700 Progress Boulevard
Mount Dora, Florida 32757

Kitchen Aid
701 Main St.
Saint Joseph, MI 49085

The Learning Seek
330 Telser Road
Lake Zurich, IL 60047
800-634-4941

Living Soft
1515 N. Norma Street
Ridgecrest, CA 93555

Meridian Education Corporation
236 East Front Street
Bloomington, Illinois 61701
800-727-5507

Maytag Company
One Dependability Sq.
Newton, IA 50208

McDonald's Educational Resource Center
MERC
P.O. Box 8002
St. Charles, IL 60174-8002

Meridian Education Corporation
Dept. 9-91
236 E. Front Street
Bloomington, IL 61701

Mid-Atlantic Regional Office
Glenco
5 Terri Lane, Suite 5
Burlington, NJ 08016
609-386-7353
800-553-7515

Midwest Agribusiness Services
4565 Highway 33 West
West Bend, WI 53095-9108
1-800-523-3475

Nasco
901 Jamesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538
800-558-9595

**Oklahoma Dept. of Vocational
and Technical Education**
Curriculum and Instructional Materials Ctr.
1500 West Seventh Avenue
Stillwater, Oklahoma
74074-4364

460

Opportunities for Learning

941 Hickory Lane
P.O. Box 8103
Mansfield, OH 44901
800-243-7116

Orange Juice Software Systems

338 South Arch Ave.
New Richmond, WI 54017

Power Sewing

185 5th Ave
San Francisco, CA 94118
800-845-7474

Projected Learning Programs, Inc.

Post Office Box 3008
Paradise, California 95967-3008

**J. Weston Walch
Publisher**

321 Valley St. p.O. Box 658
Portland, ME 04014
800-341-6094